

# THE INGED NEWSLETTER

## *NEWS ON-LINE*



HAPPY  
NEW  
YEAR!

Issue 4  
December 2008



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## *From the President*

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Dear members,

We are together again with a new issue. I would like to take this opportunity to share some information with you. As you all know, we had our general assembly on November 15, 2008. I want to express my gratitude to all members who participated and showed us how much they care about their own association. For those who were not able to come to the assembly, I want to summarize what we had accomplished.

Our WEB page has been continuously updated and enriched thanks to Dr. Suzan Oniz. Our new WEB page design will be active shortly.

We held the second INGED event at Selçuk University, Konya on May 10, 2008. Prof. Dr. Aydan Ersoz, Dr. Suzan Oniz, Fatma Ataman and Serper Tumer had presentations on a variety of topics. Dr. Neslihan Ozkan gave a short speech to promote INGED. The event which lasted from 10:00 - 15:30 turned out to be a great success due to Assistant Professor Doctor Ece Sarigul's invaluable contributions.

The INGED afternoons that we realized were:

- On 3 December 2007, "Short and Fun Filler Activities" by Raymond Kerr at the British Council, Ankara.
- On 8 December 2007, in the morning "Yabancı Dil Öğretiminde Yenilikler" at Gaziantep Fırat Private Schools; in the afternoon "General Principles in Teaching English to Young Learners" for English teachers in Gaziantep by Prof. Dr. Aydan Ersoz.
- On 8 January 2008, "Teachers and Technology: The Long View" by Michael Whitbeck and "Maximizing Practice in Student Presentations" by Eve Chambers at the Turkish American Association, Ankara.
- On 9 March 2008, "Classroom Implications of Second Language Acquisition Research" by Dr. Craig Dicker at the Turkish American Association, Ankara.
- On 16 March 2008, "Yabancı Dil Öğretiminde Yenilikler" by Prof. Dr. Aydan Ersoz at Maya Private Schools, Ankara.
- On 18 April 2008, "TPR revisited: A Practical Hands-on Workshop" by Raymond Kerr at Darussafaka Schools, Istanbul.



In order to improve the existing networking and construct new relations with the similar organizations abroad, we realized the following activities:

- In April 2008, Dr. Suzan Öñiz represented our association at TESOL and also co-presented a session at the 42. TESOL Convention in New York, USA. This was sponsored by the Public Affairs Office of the American Embassy.
- In April 2008, Kemal Sinan Ozmen and Cem Balcikanli joined the IATEFL Conference held in Exeter, Britain and represented our association. They also presented papers individually.
- We signed an agreement with TESOL and Franklin Electronic Publishers to organize the national lap of the "Global SpellEvent".

We also contributed to the national teacher training projects and in-service training courses.

- In January, Prof. Dr. Aydan Ersoz ran two workshops entitled "Integrated Approach to the Teaching of English" and "Listening and Reading / Speaking and Writing" for the in-service training program of the Foreign Language School, Ankara University. This was sponsored by Pearson Education Limited.
- In March, Prof. Dr. Aydan Ersoz gave a plenary speech entitled "The New Curriculum: New Roles for the Teacher and the Learner" at the ELT Conference held by Yuce Private Schools, Ankara. This was sponsored by Oxford University Press.
- In March, Prof. Dr. Aydan Ersoz ran two workshops entitled "Integrated Approach to the Teaching of English" and "Motivating Young Adults" for the in-service training program of the Foreign Language School, Karaelmas University. The workshops were repeated the next day on Caycuma Campus. This was sponsored by Pearson Education Limited.
- In April, Prof. Dr. Aydan Ersoz ran two workshops for the in-service training program of Yuce Private Schools, Ankara. Oxford University Press.
- In April, Prof. Dr. Aydan Ersoz gave a plenary speech entitled "Tripping Over: A Clash of Teaching Aims" at the ELT conference held by Cukurova University, Adana.
- In May, Prof. Dr. Aydan Ersoz gave a plenary speech entitled "To Train and Plane an English Teacher" at the ELT conference held by TOBB University. Prof. Dr. Aydan Ersoz and Dr. Neslihan Ozkan also joined the panel entitled "Teachers as Professional Learners".
- In May, Prof. Dr. Aydan Ersoz ran two workshops entitled "Teaching Grammar" and "Classroom Interaction and Management" for the in-service training program of the Foreign Language School, Abant Izzet Baysal University. This was sponsored by Pearson Education Limited.



- In May, Prof. Dr. Aydan Ersoz and Dr. Neslihan Ozkan represented INGED at the Symposium held by the Ministry of Education at Baskent Ogretmenevi, Ankara.
- In July, Prof. Dr. Aydan Ersoz and Dr. Neslihan Ozkan worked as trainers at a one-week national seminar in Erzurum entitled "Teaching English at the Primary Level".
- In September, Dr. Suzan Oniz worked as a trainer at a one-week local seminar in Burdur entitled "ELT Methodology".
- In September, Prof. Dr. Aydan Ersoz gave a plenary speech entitled "Teacher Autonomy" at the 11th Annual Workshop Festival held by Baskent University, Ankara.
- In November, Prof. Dr. Aydan Ersoz ran a concurrent session entitled "The Importance of Foreign Language Education to Promote Cankiri Tourism" at the IV. Cankiri Culture and Knowledge Festival.

The 10th INGED Drama Festival in Istanbul was hosted by Marmara Private Schools and the 12th INGED Drama Festival in Ankara was hosted by Maya Private Schools. We would like to express our gratitude to the above mentioned schools and Kemal Sinan Ozmen and Cem Balcikanli for their invaluable contributions.

Our 12th International INGED ELT Conference was held between October 23 and 25, 2008 and was hosted by the Foreign Language School, Anadolu University, Eskisehir. Our plenary speakers were Dr. Craig Dicker, Dr. Michael Berman and Prof. Dr. Aydan Ersoz. We had about 60 concurrent sessions.

This year we want to continue doing our best to better the English language teaching conditions in our country and to improve our international relations. As usual we need the support and help of all our members. Together we stand!

Prof. Dr. Aydan Ersoz





## From the Editor

Dear Readers,

We wish you  
a happy New Year that will bring you  
good health and luck,

success and happiness,

free time to enjoy life,

and bring our country prosperity and,

in Mustafa Kemal Atatürk's words,

peace within and with our neighbors...



In this last issue of the year, we have several articles describing ideas that you can use in your classes, updates on the new activity that INGED is participating in: The Global SpellEvent, news about another co-operative action: SEETA, the latest about TESOL and IATEFL, an introduction to Weblogs and much more...

Best wishes for a happy and healthy 2009...

Suzan Oniz  
Your Editor



# WHAT IS THE DIFFERENCE ???

## AN INGED AFTERNOON AND AN INGED EVENT



### INGED Afternoons

WHEN?	As frequently as there is a guest speaker available
HOW LONG?	Approximately two-hour meetings
HOW MANY PRESENTERS?	Only one guest speaker
TOPIC?	A practical session on a topic relevant to English language teachers.
FOR WHOM?	Open to all audiences whether they are INGED members or not.

### INGED Events

WHEN?	As frequently as there are several guest speakers available on the same day
HOW LONG?	Approximately three to four hours
HOW MANY PRESENTERS?	More than two guest speakers
TOPIC?	One general topic or several separate topics relevant to English language teachers
FOR WHOM?	Mainly for INGED members
REQUIREMENTS?	Advance registration
FEE?	A reduced fee for INGED members
CERTIFICATE?	A Certificate of Attendance for INGED members



## FOR PROSPECTIVE CONTRIBUTORS



The INGED Newsletter *News On-Line* appears during the first week of March, June, October, and December. The deadline for sending in your contributions via email is the end of the month preceding the deadline.

### ➡ **NOTES FROM A CONFERENCE**

Please state the title of the conference or event you are going to describe; your full name, title and affiliation; your brief description. The body of your description tells the readers the aims of the conference or seminar that you intend to report on and summarizes one or two of the sessions that you attended in such a way that readers feel that they were present at the session being described. Please include details so that your summaries have a practical function. You may include a brief section on how many people attended the meeting, where it was held and who the main presenters were but the focal point of the report is the summary of the sessions that you wish to share with the readers.

### ➡ **TECHNOLOGY IN TEACHING**

Please state the title of the ideas that you are going to describe; your full name, title and affiliation; your step-by-step description, bearing in mind that some readers may be totally unfamiliar with the ideas that you are describing. Please specify the technical requirements and make sure that the websites that you mention are active at the date of submission. The technology that you choose to describe may be a tool that teachers can use directly in class with their students or it may be a helpful means for you as a teacher-researcher.

### ➡ **YOUR PAPERS**

Please send us your papers relating to pre-school through adult English learning and teaching. The accepted papers will be written in formal register with references and a following bibliography. Please make sure to spell check the document and proof read the final copy for accurate language use.

### ➡ **THE VOICE OF INGED MEMBERS**

This is *YOUR* page! Please send us news about your pupils and students, the latest developments in your teaching environment, teaching tips you would like to share with your colleagues, and comments.



**Please send us your manuscript  
AS A WORD FILE  
&  
WITHOUT ANY FORMATTING.**



# THE NEW *inged* BOARD

At the Annual General Assembly,  
the following members were elected to the 2008 - 2009 INGED Board:

- President:** Prof. Dr. Aydan Ersoz  
12th INGED Conference Proceedings Editor;  
13th INGED Conference Organizer;  
MEB Representative
- Vice President:** Sibel Tuzel Kandiller  
13th INGED Conference Organizer
- Treasurer:** Defne Akinci  
13th INGED Conference Organizer;  
TESOL representative
- Secretary:** Nihal Yapici  
Membership;  
Drama Festival
- Member:** Fatma Ataman  
Global SpellEvent;  
Drama Festival
- Member:** Dr. Suzan Oniz  
Editor;  
Web person;  
Liason person with universities & publishers;  
IATEFL representative
- Member:** Gulsum Sivgin  
Membership
- Drama Festival:** Fatma Ataman and Nihal Yapici  
**ME Relations:** Prof. Dr. Aydan Ersoz and Dr. Neslihan Ozkan



in cooperation with



**Franklin®**

# Global SpellEvent

New York City, U.S.A.  
August 2009










**US\$10,000**

Scholarship awarded to the first place winner  
at Global Event in New York City!

1st and 2nd place finishers of local events  
earn a free trip to New York City

14 students from 7 countries will compete in the Spelling Competition in  
New York City in August 2009.

The Global SpellEvent is a collaborative work of  
TESOL, Franklin Electronic Publishers and INGED.

7 schools in Turkey will participate in the Local Competition.  
The First Place and Second Place winners will be chosen from among 48  
spellers

& they will travel to NYC to compete with spellers from  
Argentina, China, Germany, Italy, Mexico & South Korea.



# SpellEvent 2009

Seven schools from Turkey will participate in the  
*National SpellEvent*  
with a total of 48 students.

These schools are:

Antakya Ozel Ata Koleji

Atek Koleji

Maya Koleji

ODTU Koleji

Ozel Sanko Okulları

TED Ankara Koleji

Yuçe Koleji



The National SpellEvent Competition will be held  
on 18 April 2009  
and will be hosted by TED Ankara Koleji.

*Two* winners in this competition will participate in the  
International SpellEvent in August 2009 in New York City.

We very much hope that Turkish students will be among the  
winners in the International SpellEvent Competition.

# SEETA

## SOUTH EASTERN EUROPE TEACHERS ASSOCIATION

<http://community.britishcouncil.org/seeta/>

The SEETA project was initiated by TESOL Macedonia-Thrace Northern Greece and is seed funded by the British Council Greece. INGED is a member of SEETA as of 1 June 2008. The other members are: LTA Albania, ELTAM Montenegro, BETA Bulgaria, IATEFL Poland, TESOL Macedonia Thrace Northern Greece, ELTAM Former Yugoslav Republic of Macedonia, RATE Romania, ETAI Israel, ELTA Serbia, IATEFL Slovenia.

The overall objective of SEETA is that this networking community will provide an ongoing and structured means of communication which can be developed by future associations and their members for their mutual benefit. Aside from being an effective way of promoting joint events and activities, it can also provide a teachers' forum for the exchange of ideas, information and articles. Other additional features include a valuable resource and data base for the use of all participant associations and a viable system for the exchange of newsletters, bulletins and other electronic publications. In all, it has the potential for establishing an interactive means of involving the wider membership in issues concerning the profession.

Being a member of this larger organization means that all INGED members with active INGED membership can benefit from the online discussions and mini courses on the SEETA moodle platform. INGED members receive email messages about these online interactive opportunities and all that they have to do is write to Suzan Oniz at <suzanoni@metu.edu.tr> letting her know that they wish to participate in the discussion or course. These activities are for all of our members with up-to-date membership. Our members then receive a password and they can then join in.



The first discussion was with penny Ur on the topic of whether to use L1 in the classroom. The next online activity was a mini course by Gavin Dudeney who gave helpful tips and led a discussion on 'Teaching with Technology.'

The next SEETA online guest will be Philip Kerr on 19 - 25 January 2009. The topic of discussion will take participants back to when they first started thinking about becoming a teacher: 'Who or what got you going?' In this round of discussions, Philip asks us to reflect on what or who really has inspired us to become teachers and what keeps us going. You will receive a message about this just before the discussion begins and we are awaiting your participation...

## **THE 3RD ON-LINE SEETA EVENT**

**Guest: PHILIP KERR**

**Topic: "Who or what got you going?"**

Philip asks us to reflect on  
what or who really has inspired us  
to become teachers and what keeps us going.

**Interested members whose membership is up-to-date  
please contact: [suzanoni@metu.edu.tr](mailto:suzanoni@metu.edu.tr)**



THE 11<sup>TH</sup> INGED  
DRAMA FESTIVAL  
in 2009  
in Ankara  
at Private ATEK  
Primary School

&



**INGED & MARMARA SCHOOLS**  
**2009 Istanbul Drama Festival**

Have you selected a play?  
Have you got a story teller to represent your school?  
Are you getting ready for these exciting events?  
Details: To be announced soon...

# TECHNOLOGY IN TEACHING:

## WEBLOGS & EDUBLOGS



by  
A. Suzan Oniz,  
METU, Ankara

### What is a weblog?

The Wikipedia defines a weblog, web log, or blog in the following way:

A blog (a contraction of the term "Web log") is a Web site, usually maintained by an individual with regular entries of commentary, descriptions of events, or other material such as graphics or video. Entries are commonly displayed in reverse-chronological order. "Blog" can also be used as a verb, meaning to maintain or add content to a blog.

### What is the format like?

Weblog formats vary from simple bullet lists of hyperlinks to article summaries to which users add comments and ratings. Most individual blog entries have a date and time and the latest post is at the top of the page. Blogs have links in them and these are stored in an archive, which forms a static address, called a permalink, for individual posts.

### Where exactly can I start a weblog?

Here are some ideas as to where to set up the web page for your blogs:

**Blogger:** <https://www.blogger.com/start>

A frequently used free blogging space is Blogger, now part of Google. This is a fully hosted service. You can post and manage your weblog completely from within your web browser. It has a Help page for your questions.

**Livejournal:** <http://www.livejournal.com/>

**RadioUserLand:** <http://radio.userland.com/>

**TypePad:** <http://www.typepad.com/>



### Are there blogs especially for teachers?

Yes and these are often called **EDUBLOGS**. The Wikipedia describes these in the following way:

An edublog is a blog written by someone with a stake in education. Examples might include blogs written by or for teachers, blogs maintained for the purpose of classroom instruction, or blogs written about educational policy. The collection of these blogs is called the edublogosphere by some, in keeping with the larger blogosphere, although that label is not necessarily universally agreed upon. Others refer to the community or collection of blogs and bloggers as the edusphere.

Go to <http://edublogs.org/> and see what you can do.

### How can teachers make use of weblogs for self-development?

Blogs are like online diaries open to internet users so teachers can start reflection blogs in order to:

#### REFLECT ON

- their teaching experiences,
- the comments that their colleagues will make,
- the insights that they will gain after the implementation of their lesson and after reflecting on comments,
- what went well and what didn't in the lesson

#### SHARE

- lesson plans,
- insights from peer observation,
- teaching tips, games and activities,
- helpful tips on where to find and how to use new technologies in ELT,
- thoughts on educational issues.

### How can teachers make use of weblogs in their classes?

The British Council 'Search English' site offers some help in this aspect. Teachers could

- post class-related information such as calendars, events, homework assignments and other pertinent class information.



- post assignments based on literature readings and have students respond on their own weblogs, creating a kind of portfolio of their work.
- communicate with parents if you are teaching elementary school students.
- post prompts for writing.
- provide examples of class work, vocabulary activities, or grammar games.
- provide online readings for your students to read and react to.
- gather and organize Internet resources for a specific course, providing links to appropriate sites and annotating the links as to what is relevant about them.
- post photos and comment on class activities.
- invite student comments or postings on issues in order to give them a writing voice.
- publish examples of good student writing done in class.
- show case student art, poetry, and creative stories.
- create a dynamic teaching site, posting not only class-related information, but also activities, discussion topics, links to additional information about topics they are studying in class, and readings to inspire learning.
- create a literature circle.
- create an online book club.
- make use of the commenting feature to have students publish messages on topics being used to develop language skills.
- ask students to create their own individual course blogs, where they can post their own ideas, reactions and written work.
- post tasks to carry out project-based learning tasks with students.
- build a class newsletter, using student-written articles and photos they take.
- link your class with another class somewhere else in the world.

### **SHARED CLASS WEBLOGS**

Students could create a shared class blog by:

- completing project work in small groups, assigning each group a different task.
- showcasing products of project-based learning.
- completing a Web Quest.

### **STUDENTS' INDIVIDUAL WEBLOGS**

Students could also start their own weblogs in order to

- learn how to blog
- complete class writing assignments.
- create an ongoing portfolio of samples of their writing.



- express their opinions on topics you are studying in class.
- write comments, opinions, or questions on daily news items or issues of interest.
- discuss activities they did in class and tell what they think about them (You, the teacher, can learn a lot this way!).
- write about class topics, using newly-learned vocabulary words and idioms.
- showcase their best writing pieces.

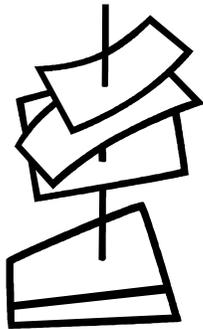
### Are there rules of etiquette for weblogs?

Yes, in fact there is '*The Blogger's Code of Conduct*,' which was proposed by Tim O'Reilly for bloggers to enforce civility on their bloggers by being civil themselves and moderating comments on their blog. O'Reilly and others came up with a list of seven proposed ideas:

1. Take responsibility not just for your own words, but for the comments you allow on your blog.
2. Label your tolerance level for abusive comments.
3. Consider eliminating anonymous comments.
4. Ignore the trolls.
5. Take the conversation offline, and talk directly, or find an intermediary who can do so.
6. If you know someone who is behaving badly, tell them so.
7. Don't say anything online that you wouldn't say in person.

**Source:** [http://en.wikipedia.org/wiki/Blogger%27s\\_code\\_of\\_conduct](http://en.wikipedia.org/wiki/Blogger%27s_code_of_conduct)





## NOTES FROM THE SESSION "CREATIVITY FUN-DAMENTALS"

by

**Gregg Fraley,**

**Descartes University, Paris**

Summarized by

**Ozlem Yagcioglu,**

**Dokuz Eylul University, Izmir**

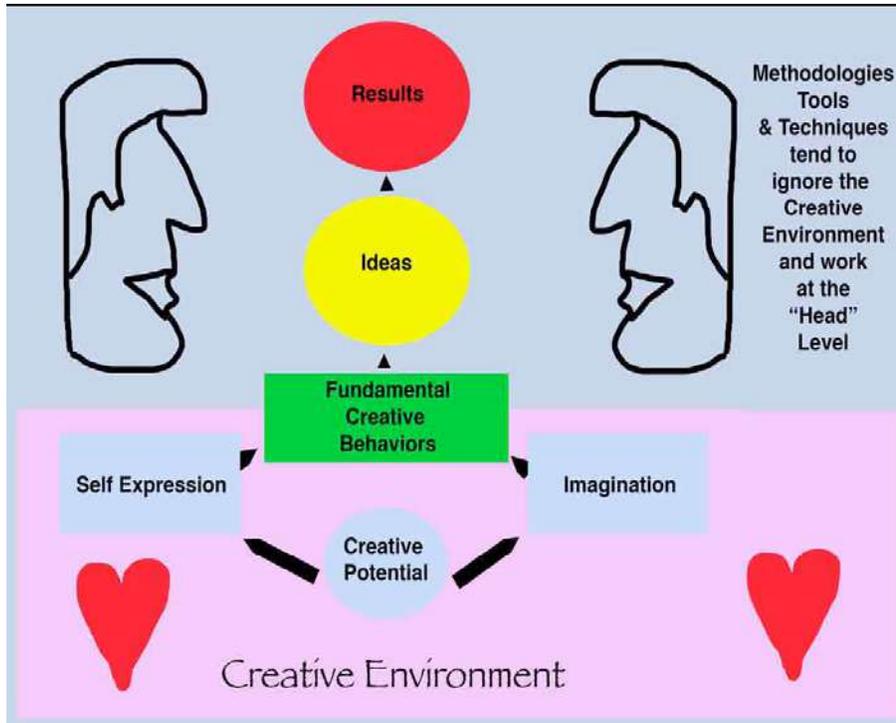
I would like to summarize a paper presentation given at the International Conference on Education at Descartes University in Paris, France in July 2008 by a famous creativity and innovation expert, author, speaker, and ideation facilitator: Gregg Fraley. It was one of the best presentations I have ever attended and so here are some of the main ideas.



At the beginning of his talk, Gregg Fraley asked us what was often missing when people talked about creativity. Many people gave different answers. He showed us a picture of a big red heart. He then told us that tools could be dangerous and showed us a picture of a tool which could be dangerous. He told us that methodologies, tools & techniques tended to ignore the creative

environment and work at the "Head" Level and explained this activity using the following picture:





Gregg Fraley asked us what organizations did when trying to become more innovative and said that it was rare that a creativity or innovation program impacted daily behaviour. He then invited us to score ourselves using the following questions:

**Give yourself:**

5 for something you believe you do well/conform to and down to 1 for things you are not doing so well

He reminded us to be kind to ourselves and said that the 17 questions were not a test and that this was not scientific; it was just an indicator and food for thought.

**Food for Thought:**

1. Do you carry a notebook and a pen or pencil with you?  
Score 5 if you take one on a run, a bike ride, or to the movies.
2. Do you maintain active lists of ideas for your various projects?  
Score 5 if you add to these lists daily.



3. Do you regularly review your ideas, make decisions, and take actions?  
Score 5 if you do this weekly.
4. What do you do just because it is new or simply fun?  
Score 5 if you have done something new or fun in the last week.
5. What do you do to instigate or initiate fun?  
Score 5 if you have instigated fun in the last week.
6. Do you travel to new places?  
Score 5 if you have a trip planned and booked.
7. Do you have a regular vehicle for self-expression?  
Score 5 if you draw, sing, act, sculpt, make photographs, play an instrument, or "create" something outside of work on a weekly basis.
8. Do you immerse yourself in nature?  
Score 5 if you go for a walk in the park or the countryside on a weekly basis.  
Gardening or a bike ride would count!
9. Do you know what you truly care about?  
Score 5 if what you care about is directly connected to your daily life.
10. When was the last time you tried to do something that you believe is impossible, extremely difficult, or risky?  
Score 5 if you try, or do, something very difficult at least once a week.
11. When was the last time you did something outside of your "comfort zone"?  
Score 5 if you have in the last week.
12. Do you rely on conversational scripts?  
(particularly with the people you tend to take for granted such as the doorman, the barista, a receptionist, etc.)  
Score 5 if you attempt a "fresh" conversation daily.
13. Do you have strong opinions on various subjects?  
Score 5 if you attempt on a weekly basis to see the perspective of, or better understand, the "other side," no matter how difficult, or "wrong" it may seem.
14. Do you have a method or system or way to remind yourself to practice creative behaviors?  
Score 5 if you have a system that brings this to your awareness daily.
15. Do you have a process for handling complex challenges?  
Score 5 if you can "triage" a challenge in your head by invoking some deliberate creative process or tool, like CPS, or your own method.
16. Do you make regular, active efforts to improve your ideas?  
Score 5 if you always seek to improve an idea before getting into action.
17. Do you boldly take action on your best ideas?  
Score 5 if you initiate action on some big idea weekly.



The explanation of the scores:

- **72 to 85: Creative Being**  
You are actively practicing the fundamentals and are probably a very effective creative person
- **58 to 71: Creatively Living**  
You are highly aware of creative fundamentals but could do a little bit more to achieve creative excellence
- **44 to 57: Creatively Aware**  
You have creative awareness but are a bit complacent about using it; take more action, more often
- **30 to 43: Creatively Inhibited**  
You know you have creativity in you but are struggling to make it real. You are missing opportunities and should try to structure more creative fundamentals into your life -- get it on the calendar! If something is wrong, get help, you are allowing blocks to inhibit you.
- **17 to 29: Creatively Resigned**  
Somehow you got the message that you are not creative, so you've given up. You have a huge opportunity to improve, begin with something simple like a notebook and build other fundamentals over time.

### **About the Questions**

Designed to measure:

- How you manage ideas
- How/If you seek new stimuli
- Level of fun, passion in your life
- Whether you are "in the moment"
- Willingness to take risks
- Deferral of judgment/openness
- All in daily life, not just work, or in theory

In the next step, the speaker asked us what the following people had in common:

Thomas Edison, Leonardo DaVinci, Michelangelo,  
Thomas Jefferson, Albert Einstein, Charles Darwin,  
Ernest Hemmingway, Pablo Picasso, Vincent Van Gogh,  
Walt Whitman, Julia Cameron, and Jack Kerouac.

The answer was they all used notebooks extensively!

The presenter then got us to talk for 2 minutes together about our families. He went on talk by asking the following questions:



- What was new or different about the way you talked about your family today?
- Have you said this all before?
- Did you listen and respond to what was going on RIGHT NOW?
- Pick a person to be Speaker and another Guide.
- Guides point to something and Speakers say what the object is NOT.
- Change roles in one minute.
- How many words are there in the dictionary?
- Why is it difficult to break the pattern?
- Would it get easier with practice?

One-Word Suggestions: When alone take some time daily to free-associate: Start with any word and just go off on it. Practice the skill of the "monologue"  
Who are you?

- What is your message?
- What is your mission?
- Take a minute to think about it
- Now tell your neighbour in the most authentic way you possibly can.

Creative communicators tell stories - and make points: We all have important stories to tell but we tend to forget them or develop them. Start writing them down, and telling them.

### Stimulus for your writing Fraley's Fun-damentals

- Being open minded
- Looking for fun
- Talking to people
- Writing things down
- Time to think, reflect, ideate
- Time for physical, musical, or artistic self-expression
- Being in the moment
- Learning something new
- Getting into action on ideas



This was a very thought provoking and highly motivating talk. We all left with new ideas on our minds.



## AN INGED MORNING WITH Prof. Dr. Aydan Ersoz at Gaziantep University

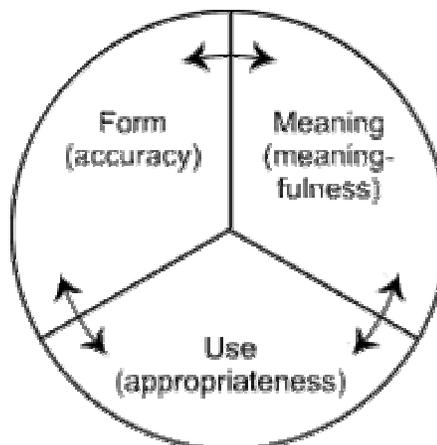
Upon an invitation from the Foreign Languages School, on November 21, 2008, I had a session entitled "INTEGRATED APPROACH TO THE TEACHING OF ENGLISH" at Gaziantep University (for more detailed information, please see <http://www1.gantep.edu.tr/~habermerkezi/?p=2102>).



When we teach grammar through segregated approach (also known as language-based approach), we treat it as if it is uni-dimensional; however, it is not. Grammar embodies the three dimensions of morphosyntax (form/usage), semantics (meaning), and pragmatics (use, i.e., appropriateness and function).



As can be seen in the figure, these dimensions are interdependent; a change in one results in change in another. Despite their interdependence, however, they each offer a unique perspective on grammar. Hence, it would be a mistake to teach students grammar only at the sentence and sub-sentence levels. Much of the apparent arbitrariness of grammar disappears when it is viewed in a context, i.e.; from a discourse-level perspective.



Traditional grammar activities (such as asking students to repeat models in a mindless way, providing mechanical responses or memorizing rules) are boring and do not necessarily teach grammar.

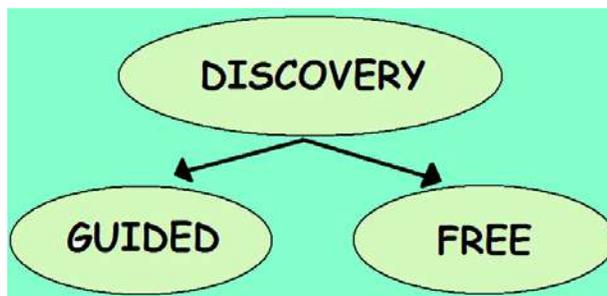
All aspects of language are interwoven. All main skills (listening, reading, speaking, and writing) and associated skills (syntax, vocabulary, spelling and pronunciation) function together for effective and successful communication. The integrated approach exposes learners to authentic language and challenges them to interact naturally in the language. Integrating the language skills promotes the learning of real content, not just the dissection of language forms. It can be highly motivating to students of all ages and backgrounds.

### ***Discovery Technique***

Grammar and vocabulary can be taught deductively or inductively. Discovery technique is used in inductive approaches.

In deductive approaches, the teacher gives an explicit statement of the grammar rule or the vocabulary item which the students then apply to examples. In inductive approaches, students are 'led' to the grammar rule or vocabulary item through a series of steps. Students induce the rules and meaning from exposure to the language in use.

In a language classroom, an inductive approach involves getting learners to discover rules and how they are applied by looking at examples. The discovery technique has two versions.



In 'guided discovery', the role of the teacher is to provide the language of which learners need to discover the rules; then to guide them in discovery by asking questions to elicit information from them, and then to provide more opportunities to practice.

### ***Advantages of the Discovery Technique***

- It moves the focus away from the teacher as the giver of knowledge to the learners as discoverers of it.
- It reflects the acquisition process that people learn by, i.e. being in contact with the language and using it, then finding rules and applying them to new contexts.
- It encourages learner autonomy. If learners can find out rules for themselves then they are making significant steps towards being independent.
- This kind of task - and the independence it fosters - is stimulating and motivating for many learners. It is very much like solving a puzzle. It brings challenge onto the learning task.
- The action of discovery helps learners remember. Learning becomes more memorable.
- It teaches a very important skill - how to use real/almost-real language to find out the rules about English.
- It also helps learners develop their problem solving skills. Rather than solving the problems for them, it encourages learners to use their imagination and creativity.
- It arouses learners' curiosity by a reasonable amount of disequilibrium so that they can easily 'fill in the details themselves' if they actively participate.
- It encourages deeper cognitive processing by making use of analysis and synthesis by using exploration and not robbing learners of the joy of discovery.
- Learners who are actively engaged in the learning process will be more likely to achieve success. Once learners are actively engaged in their own learning process, they begin to feel empowered and their personal achievement and self-direction levels rise.



- This approach naturally encourages more communication, as learners need to discuss language together.



*Would you like your summary  
to appear in this newsletter?*

**The next time you go to  
a conference or workshop,**

**take detailed notes  
and send these to us  
in a format similar to what you are reading on  
these pages.**



## AN INGED AFTERNOON WITH Prof. Dr. Aydan Ersoz at Cagdas Bilgi Schools, Gaziantep



Upon an invitation from the English Department (İngilizce Zümresi), on November 21, 2008, I had two sessions entitled "**Teaching English to Young Learners**" and "**Content and Language Integrated Learning (CLIL)**" at Cagdas Bilgi Schools, Gaziantep. I had another morning session on November 22, Saturday for the parents entitled "**Innovations in ELT.**" For more detailed information, please see:

<http://www.cagdasbilgiokullari.k12.tr/duyurular/seminer/ingilizceseminer.htm>



## Content and Language Integrated Learning (CLIL)

CLIL refers to a learning/teaching situation where pupils learn a subject through the medium of a foreign language. A CLIL lesson is not a language lesson neither is it a subject lesson transmitted in a foreign language.

A successful CLIL lesson should combine elements of the following:

**CONTENT:** Progression in knowledge, skills and understanding related to specific elements of a defined curriculum

**COMMUNICATION:** Using language to learn while learning to use language

**COGNITION:** Developing thinking skills which link concept formation (abstract and concrete), understanding and language

**CULTURE:** Exposure to alternative perspectives and shared understandings, which deepen awareness of otherness and self.

In a CLIL lesson, all four language skills should be combined:

Listening is a normal input activity, vital for language learning.

Reading, using meaningful material, is the major source of input.

Speaking focuses on fluency. Accuracy is seen as subordinate.

Writing is a series of activities through which language is recycled.

CLIL lessons exhibit the following characteristics:

- Integrate all main language skills, and receptive and productive skills
- Lessons are often based on reading or listening texts / passages
- The language focus in a lesson does not consider structural grading
- Language is functional and dictated by the context of the subject
- Language is approached lexically (because of the subject matter) rather than grammatically
- Learning styles are taken into account in task types



- A CLIL lesson is similar to an ELT integrated skills lesson except that it is based on material directly related to a content-based subject.
- Since Turkish Constitution and the related education laws do not allow any subject matter to be studied in English, CLIL can only be implemented in English courses in the form of Topic (or Theme) based syllabus or cross-curricular materials.

### **Why use cross-curricular materials?**

*Constructivism* is a psychological theory of knowledge which argues that humans construct knowledge and meaning from their experiences. Constructivism emphasizes the importance of the knowledge, beliefs, and skills an individual brings to the experience of learning. It recognizes the construction of new understanding as a combination of prior learning, new information, and readiness to learn.

Constructivism says that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. When we encounter something new, we have to reconcile it with our previous ideas and experience, maybe changing what we believe, or maybe discarding the new information as irrelevant. In any case, we are active creators of our own knowledge. To do this, we must ask questions, explore, and assess what we know.

When we use cross-curricular materials, we choose topics that our learners are a) already familiar with, or b) currently studying, or c) interested in.

This way we hope that they will learn faster, more easily and more effectively.  
How can we implement CLIL for young learners?

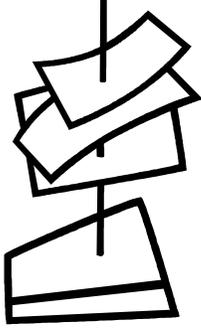
- Story telling / story reading
- Drama and dramatization
- Songs, chants, rhymes and rhythm activities
- Art and craft activities
- Games (physical and cognitive)
- Topics from other classes (maths, geography, history, science, etc.)



Such activities will provide our learners with

- a) exposure to authentic English
- b) a context for using English
- c) fun and motivating activities
- d) a chance to be actively involved in learning
- e) experiment with English





# NOTES FROM *THE 12th INTERNATIONAL INGED CONFERENCE: "PUTTING THE BEST FOOT FORWARD"*

Summarized by  
**A. Suzan Oniz,**  
**METU, Ankara**

This year was time to hold the INGED Conference outside of Ankara as is the INGED custom: One year in Ankara, the following year in a city other than Ankara. Anadolu University in Eskisehir was generous to host our 12th International Conference on their beautiful campus. There were 5 plenary talks, over 60 concurrent and 3 poster presentations over two and a half days.

The plenary speakers and their titles were as follows:

Dr. Michael Berman (Oxford House College): "Developing Emotional Intelligence in the English Language Teaching Classroom"

Prof. Dr. Aydan Ersoz (INGED): "Let Me Tell You Who You Are"

Dr. Craig Dicker (US Embassy): "The Professionalization of Language Teaching"



**The INGED President Prof. Dr. Aydan Ersoz  
telling us who we are...**



The concurrent sessions included 45-minute papers and 60-minute workshops. The topics that were addressed varied from using computers in ELT to specific applications in the four language skills, grammar, and testing; from pre-service teachers' expectations to reflection; from IATEFL & its SIGs to British Council Global Products and CEF, and from ideas for young learners to using films in teaching; from critical thinking to learner autonomy. In brief, the presentations addressed teachers as well as trainers, adults as well as young learners.



**Assistant to the President of Anadolu University, Prof. Dr. Omer Zuhtu ALTAN opened our conference.**

I would like to summarize the opening plenary by Michael Berman, the plenary talk by our president Aydan Ersoz on various self-discovery tests that teachers can use with their learners and a practical concurrent session with lots of fun ideas by Sibel Tuzel Kandiller.

### **"Developing Emotional Intelligence"**

**A Plenary talk by  
Michael Berman**

Dr Berman started his talk by briefly going over some background concepts including IQ tests, which are based on a limited definition of intelligence, mainly logical-mathematical and linguistic intelligences, and Howard Gardner's Multiple Intelligences, originally 7 intelligences (Linguistic, Logical-Mathematical, Spatial,



Bodily Kinaesthetic, Musical, Interpersonal, and Intrapersonal) but now with the addition of Naturalist Intelligence 8 types.

Michael Berman stated that he would focus on the ability to respond effectively to conflicts. This is possible by addressing 5 areas which Dr Berman explained by getting all participants to engage in his activities:

### **1. Knowing your emotions:**

To describe one way to achieve this, Michael asked all participants to stand up. He then instructed all of us to listen to the adjectives that he said out loud and to sit down when we heard an adjective describing ourselves at that moment. Some of the adjectives he shouted out were: thoughtful, supportive, intelligent. If anyone remains standing: The teacher invites them to state an adjective that describes their emotion but only a positive one is acceptable. Michael pointed out to us that only positive adjectives should be used in this activity.



Another idea that the plenary presenter showed us was 'The Talking Stick' where all students/participants sit in a circle and the one holding 'the talking stick' (a stick or any object assigned this feature) has the right to talk with the others listening. Only the person holding the stick can talk with no one having the right to interrupt including the teacher.



## 2. Managing your emotions

This area can best be addressed through story telling. Michael gave us a problem - solving activity within the story and here it is:

### *A BUDDHIST PARABLE*

The following story, a Buddhist parable, is a helpful metaphor for looking at how to manage stress. It can allow us to call into question the "vows" by which we judge ourselves and to be more forgiving. Then hopefully, like the monk, having done his best in the situation, we can let go of the past and move on. Carrying your problems around with you not only exhausts you but also drains everyone else you come into contact with.

#### *CARRYING AND LEAVING*

Once upon a time, there were two monks who went on a pilgrimage across the country together. After some time, they came to a riverbank and saw a beautiful girl who was unable to cross the river. Seeing her difficulty, the elder monk volunteered to carry her across the river on his back while the younger one looked on in consternation.

When the sun went down, the monks came upon a dilapidated shack and decided to stay there for the night. The elder monk quickly fell asleep while the younger one twisted around, unable to calm his mind. Finally, he woke up the elder monk and reprimanded him for what happened during the day, "As monks, we're supposed to keep away from women. I'm really ashamed and troubled by what you did today!"

The elder monk looked at his friend and a smile appeared on his face, "Oh, so that's been bothering you! Brother, I've left the girl behind by the river bank, why are you still carrying her around?"

#### *NOTES FOR TEACHERS / TRAINERS*

\* **Pre-listening:** What do you do with your troubles at the end of the day? Do you continue to carry them around with you or are you able to put them to one side, to forget about them? That's what the story you're going to hear is all about.

\* **While-listening:** Pause after "Oh, so that's been bothering you! Brother..." and ask the learners to predict the ending.

\* **Post-listening:** How do you turn off and relax at the end of the day?



In addition to knowing and managing your emotions, the remaining three areas that need to be addressed in order to respond to conflict effectively are the following:

### **3. Motivating yourself**

This can best be achieved by setting goals and recognizing the achievement of these goals. Michael Berman led us through a Guided Visualisation at this point. He gently guided us towards an opportunity to think about our selves and our wishes. This is a very hard activity to describe; you had to be there to appreciate its effectiveness...

### **4. Recognizing emotions in others**

One way to do this by asking people to predict how others would feel in certain situations. Michael told us the following story to make his point clear.

#### ***DANCE WITH BOTH HANDS FREE***

Once there was a woman who went to visit her friend. Her friend was a weaver and had been making a beautiful tapestry on her loom. It was woven from beautiful silk threads of many colours. When the weaver saw her friend she exclaimed, "Friend! I can't tell you how happy I am to see you! What a joyful day. Surely a day for celebration! Please come in and make yourself comfortable, and I'll get you something to drink".

The weaver went into the kitchen to get a cup of tamarind tea. Her friend looked around and noticed the silk threads shimmering in the early afternoon light. They were beautiful and she was tempted. She couldn't resist herself. Quickly, she reached over and took one of the bundles of thread and stuck it underneath her arm.

When the weaver returned she noticed that a bundle of thread was missing, and knew that her friend had taken it. She thought for a moment, and devised a plan to get it back. Putting down the cup of tea she said; "Friend, what a joyful day it is today! Please, get up and let's dance." In a tentative voice her friend responded, "yes, let us dance".

The weaver raised both her arms high and began to dance. She smiled as she turned in slow circular motions dancing with joy. Her friend got up, but instead danced with both her arms pressed close to her sides, holding the bundle of thread tightly underneath one of her arms. When the weaver saw this she said;



"It's a day for celebration friend so why do you dance with your arms that way? Look, dance like me with both your arms raised!" The friend then raised one of her arms, but kept the other pressed tightly against her side. The weaver seeing this insisted and said; "It's such a joyful day, please dance with both arms raised. Look at me. Like this!" The weaver continued to dance, spinning, turning and swaying with joy. The friend looked down and quietly said; "I'm sorry, but this is the only way I know how to dance."

.. .Always be ready to dance with both hands free

### **WORKSHEET: DANCE WITH BOTH HANDS FREE**

Working in pairs, ask each other the following questions, then report back to the rest of the class with your findings:

- a. Can stealing ever be justified? If so, when?
- b. Have you ever stolen anything and have you been caught? Tell me about it.
- c. What can be done to deter shoplifters - thieves who steal from shops?
- d. What would you do if you discovered that a close friend you trusted had stolen something from you?

Match the numbers on the left with the letters on the right to find explanations for the new vocabulary.

- |                |   |
|----------------|---|
| 1. weaver      | a. doing something enjoyable                            |
| 2. tapestry    | b. felt like doing something forbidden                  |
| 3. loom        | c. firmly   |
| 4. threads     | d. the fruit of a tree grown in warm climates           |
| 5. joyful      | e. invented   |
| 6. celebration | f. lifted up  |
| 7. tamarind    | g. a machine for making cloth                           |
| 8. shimmering  | h. moving slowly from one side to another               |
| 9. tempted     | i. a person who makes cloth                             |
| 10. resist     | j. a picture created by sewing threads onto heavy cloth |
| 11. bundles    | k. pieces of cotton                                     |
| 12. devised    | l. refused to accept no as an answer                    |
| 13. tentative  | m. say no   |
| 14. tightly    | n. shining gently and seeming to move                   |
| 15. insisted   | o. things tied together                                 |
| 16. raised     | p. turning round quickly                                |
| 17. spinning   | q. very happy   |
| 18. swaying    | r. without confidence                                   |



Working in small groups, discuss the following questions. Then elect a spokesperson to report back to the rest of the class:

- a. Did the weaver have other choices?
- b. Did she want her friend to be revealed?
- c. What was her intention and why did she take such an approach?
- d. And how about the friend? How did she feel? What were her choices?
- e. Did the weaver get the thread back?

### **5. Handling relationships**

This area can be addressed, Michael said, by setting up conflict scenarios to role play in class. During the role play, the teacher can circulate and take notes of "good" and "wrong" language samples they wish to revise at the end of the role play. Another suggestion was to use stories with a conflict in it. To make his point clear, the presenter told the audience a Yiddish tale, *The Fable of the Mother Bird and Chicks*.

#### ***A FABLE OF A MOTHER BIRD AND HER CHICKS***

Once upon a time a mother bird who had three chicks wanted to cross a river. So she put the first one under her wing and started flying across. As she flew she said, "Tell me, child, when I'm old and frail, will you carry me under your wing as I'm carrying you now?"

"Of course," replied the chick. "What a question!"

"Ah," said the mother bird, "you're lying." With that she let the chick slip, and it fell into the river and drowned.

The mother went back for the second chick, which she took under her wing. Once more as she was flying across the river, she said, "Tell me, child, when I'm old and frail, will you carry me under your wing the way I'm carrying you now?"

"Of course," replied the chick. "What a question!"

"Ah," said the mother bird, "you're lying." With that she let the second chick slip, and it also drowned.

Then the mother went back for the third chick, which she took under her wing. Once more she asked "When I'm old and frail, will you carry me under your wing the way I'm carrying you now?"



"No, mother," replied the third chick. "How could I? By then I'll have chicks of my own to carry."

"Ah, my dearest child," said the mother bird, "you're the one who tells the truth." And with that she carried the third chick to the other bank of the river.

At the end of this wonderfully motivating plenary talk, the audience felt positively charged and filled with ideas to try out in class when they returned to their work places... If you are interested in these types of ideas, visit the web site: <http://www.brainfriendly.co.uk>.

**"Let me Tell you Who you are"**  
**A Plenary Talk by**  
**Prof. Dr. Aydan Ersoz**

Prof. Ersoz started her talk by inquiring if any of us had started learning something new and if so why? She then talked about intrinsic and extrinsic motivation, with the former being the desire to learn something for itself; a sense of accomplishment being the reward and the latter being the desire to learn for the reward, not for the sake of the activity itself and sometimes to even avoid punishment. Intrinsic motivation is therefore much more desirable for learning.

In the classroom, teachers are the extrinsic motivator but this can be changed by discovering the students' points of motivation and by helping them take part in learning. In this way, the teacher becomes an intrinsic motivator.

Tests and tasks are very important in students' motivation. Personality tests can serve as texts and tasks which are highly motivating. These are ready-made and popular regardless of age, sex, educational background. All people like to discover their deeper selves and how to better themselves and wish for the test to prove that they are unique. Personality tests are also enjoyable and do not require much effort. Teachers who want to use such tests need to do pre-reading activities to prepare the class emotionally, cognitively, and linguistically. This may involve the pre-teaching of some vocabulary so that students do not lose interest in the test.

During the test, the teacher should observe the class. Some students will be struggling to understand the question and trying to discover meaning on their own, perhaps using a dictionary and being autonomous or by asking their peers perhaps in L1 but that is acceptable at this stage or asking the teacher, which is a good learning opportunity for them.



After the test, invite students to share results with their peers. Sometimes students will take the test home to give it to others. The result is always positive because test results are usually flattering and pleasant.

Prof. Aydan shared tests with the audience during her talk. The following is a summary of some of these tests:

### The Color Test

Write the name of a different person that you know next to each color below.

RED

BLUE

WHITE

YELLOW

GREEN

ORANGE

After students write in names, read out the meaning of the colors.

RED is the person you love.

BLUE is the person you have a different relationship with.

WHITE is your soul mate.

YELLOW is the person who will never forget you.

GREEN is the person who you will remember for the rest of your life.

ORANGE is your true friend.

### The Animal Test

The teacher should go through the list of animals to check if there are any new words. Then the teacher says to the class: Choose one animal from each box and write down the grade of the animal you have chosen. Add up the grades.

Koala Bear: 2  
Polar Bear: 3  
Panda: 1

Eagle: 3  
Seagull: 2  
Pigeon: 1

Cat: 3  
Dog: 2  
Bird: 1

Hamster: 2  
Rabbit: 1  
Squirrel: 3

Sheep: 1  
Deer: 2  
Goat: 3

Dolphin: 1  
Shark: 3  
Whale: 2

Elephant: 2  
Lion: 1  
Tiger: 3

Swan: 1  
Goose: 3  
Hen: 2



When all students have added up their grades, read out the interpretation of the total grades.



8 - 11: You are passive, sentimental, emotional, and lack self-confidence but you are creative and rational

12 - 15: You are a fun-seeker, risk-taker, adventurous, spontaneous type always working towards a set goal

16 - 19: You are active, optimistic, hard-working; you like challenges and are always working towards a set goal

20 - 24: You have a strong character; you are aggressive and ambitious. You were born to lead.

### **The Priorities Test**

This test focuses on the priorities in your life. Imagine that there are 5 different things in your life. Read the actions and decide which one you would do or address first.



The water is running from the tap and the baby is crying. At the same time the phone is ringing and so is the doorbell. The clothes are hanging outside and it started to rain.

Which one would you attend to first?

After students have decided on their priority, read out the interpretation for each choice telling them what is their priority in life.

The water is running from the tap.	Money
The baby is crying.	Family
The phone is ringing.	Career
The doorbell is ringing.	Friends & relatives
The clothes are hanging outside under the rain.	Sex

Attending to the baby is usually many people's priority because it is a cultural item in Turkey.

### **The Bridge**

This is a situation like a judge and jury. There is a story with 5 people in it and a tragic ending. Decide: Who is to blame most and who the least.

The story:

There is a river with a bridge and a wife and her husband live in a house on one side. The wife has a lover who lives on the other side. The only way to get across the river is to walk across the bridge or ask the boatman to take you.

The husband has to go on an overnight business trip in a faraway town. The wife pleads with him to take her with him. She knows if he doesn't, she'll be unfaithful to him. The husband absolutely refuses to take her because she will only be in the way of his important business so the husband goes alone.

That night the wife goes over the bridge and stays with her lover. Dawn is almost up when the wife leaves because she must be back home before her husband returns. She starts walking across the bridge but sees a soldier waiting for her on the other side. She knows if she tries to cross, he will murder her. In terror, she runs up the side of the river and asks the boatman to take her across the river, but he wants too much money. She doesn't have enough, so he refuses to take her.



The wife runs back to the lover's house and explains her predicament and asks him to pay the boatman. The lover refuses, telling her it's her own fault for getting into this situation. As dawn comes up the wife decides to dash across the bridge. She comes face to face with the soldier and he kills her.

People	Individual list	Group list	Final
Wife			
Husband			
Lover			
Soldier			
Boatman			

First, students listen and sequence the people individually; then in small groups, students make a group decision; finally, each student looks at the two lists and decides on who is to blame the most or least. Once all students have made their final lists, the teacher reads out the attributes of the 5 possible choices.

The wife: individual choice  
 The husband: marriage  
 The lover: sex  
 The soldier: law and order  
 The boatman: money

The result:  
 The one that you blame the most: the attribute that you value the least  
 The one that you blame the least: the attribute you value the most

This plenary ended with all participants discovering several things about themselves and the realization that these types of tests can be used in the class room to create skills practice opportunities as well as become aware of oneself.

**"Enhancing Learner Involvement by Including an Element of Fun"**

**A Workshop by  
 Sibel Tuzel Kandiller**

In this practical session, the presenter guided the audience through several activities that can easily be used in class.

### **Idea 1: Homophones and Words that Rhyme**

The aim in this activity is to get students to compete each other as they are trying to find homophones (words that sound the same but have different spellings and meanings), such as 'right' and 'write' and also to find another word that has a rhyming vowel, such as 'suit' and 'boot.'

The teacher prepares a large poster sized piece of paper dividing it into 5X5 squares and writing in words that have homophones and words to which students can find rhyming vowels. These two category words are spread over the poster because two teams of students will compete to get all the items in a row or column right in order to win. After the words are written on the poster, the teacher then cuts up squares of paper to cover each word on the poster using for example red paper squares with the letters to cover the homophones and blue paper squares with numbers to cover the rhyming words.

In class, the students form two teams after the teacher explains what a homophone is and how to find rhyming words with 2 or 3 examples. The aim of each team is to pick a number or letter upon which time the teacher uncovers that square and the team has to name a homophone or rhyming word, depending on what type of square they chose. The first team to get all items in a row or column correct is the winner.

Below are a few examples for each category:

Homophones:

red - read; can - can; flu - flew; cell - sell

Rhyming vowels:

make - bake; lurk - Turk; boy - toy; put - foot

### **Activity 2: Match the Vowel Sound: Grouping through Sound Discrimination**

The teacher reviews the sounds in the words below:

bat      but      bit      boat      bet

Each student then gets a card. There is a word on the card from one of the sound categories above. The student has to mill around the class repeating this word to try and find 2 other people who have a matching vowel sound in their words. To form larger groups, the teacher prepares cards with matching sound accordingly.

e.g. bread - said - yet



### **Activity 3: The Auction**

The class is formed into 2 groups. Each group gets \$ 500. (The teacher can use monopoly money.) The teacher will read out a sentence and if a group, after thinking together for 30 seconds, decides the sentence is correct, they will try to buy the sentence. The other group may offer a higher price if they also believe the sentence is correct. The highest bidder gets the sentence. Each group tries to buy as many correct sentences with the money they have as they can. Some of the sentences that the teacher will read out may contain grammatical or lexical mistakes. Groups will try to detect these errors and not buy these sentences. The team with the most correct sentences is the winner.

The aim of this activity is remedial work. The sentences might be taken from ss' written work and the teacher's notes of errors made during speaking practice. It can also be used for spelling, collocations, adjacency pairs, topic sentences, cohesion & coherence.

### **Activity 4: The A-B-C Dictation**

This activity was first shown by Sheelagh Deller.

The teacher counts off the students as A, B, and C. All As get 5 blank slips, all Bs get 4 and all Cs get 4 blank slips. (The number of slips should be as close to equal as possible. This number depends on the total number of sentences in the text that the teacher chooses for this dictation.)

Sibel had chosen the lyrics of a popular song (The Sound of Silence by Simon & Garfunkle) as the text to be dictated.

Step 1: She dictated one line from the song to all As, another line to the Bs, and another to the Cs.

Step 2: When all the slips were filled, all As got together to help each other with the dictated sentences. All Bs and Cs did the same.

Step 3: Then small groups of three students were formed with one A, one B, and C in each group. The groups reconstructed the lyrics in the correct order.

Step 4: Students had to read through the lyrics and find 5 extra words that the teacher had added. They then listened to the song and checked which 5 words were extra.



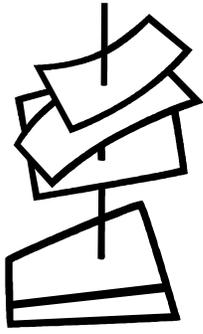
The aims of this activity are to give weaker students a sense of accomplishment, to get students to notice similar sound patterns, and to get students to practice careful listening.

The conference ended with a raffle and many smiling faces saying "See you in Ankara next year!"



The INGED Board Members together with Plenary Speaker Michael Berman and Dr. Handan Yavuz, the Director of the School of Foreign Languages, Anadolu University, Eskisehir





**REFLECTIONS ON  
The Balkan Society  
for Pedagogy and Education  
11th International Conference:  
Further Education  
in the Balkan Countries  
Konya, Turkey,  
23-26 October 2008**

**Summarized by  
Nukhet Yavuz  
Selcuk University,  
School of Foreign Languages Lecturer**



*Opening Ceremony*



## DAY 1

### Presentation 1: Prof Mehmet A. Kisakurek

After mentioning the constitutional principles of the Turkish Educational System, Prof Mehmet A. Kisakurek stressed the aims of the Turkish National Education, namely achieving full European participation, raising the rate of literacy, emphasizing technical and vocational education, taking the necessary measures to raise the quality of education, expanding preschool education and the capacity and quality of higher education. After quoting statistics regarding our system, he then pointed out some facts on the systems of formal, secondary and higher education, emphasizing their aims. He reminded the audience that some of the higher education institutions consisted of universities, faculties, institutes, higher education schools, conservatories, vocational higher education schools and application research centers. He again gave some statistics of higher education and moved on to non-formal education. He stressed that professional development and self actualization were vital in both public and private educational institutions. Kisakurek then addressed the public education centers and ANKUSEM (Ankara University Continuing Education Center) and finished his speech.

### Presentation 2: Idir Bozgo (University of Gjirokastra, Albania)



Idir Bozgo started his speech by stressing that the quality of the whole educational process of students depended on the teacher's quality. He then went on to the importance of the European Educational Policies in highlighting the Professional Standards for teachers. Idir suggested some solutions to problems related to these standards and pointed out the most important ones which were professional teaching, students being aware of the standards, teaching methods parallel to the teachers', new standards and professional standards for teachers being linked with lifelong learning.

The standards for teachers orientate the training policies. The teachers themselves can make use of these standards as professional organizations which examine the complaints about teachers breaking teaching rules.



Iilir then went on to mention the teachers' professional advance system in Albania. The teachers in his country need to go through certain steps in their careers and meet certain standards. They start with primary teaching, licensed teaching and go on to specialised teaching and master teaching.

Bozgo then addressed the credits teachers need for advancement and what they should do to attain more credits. Teachers have to take a final exam which is generally a test. Training programmes offered for teachers are given by various institutions such as governmental or nongovernmental agencies, public private universities, and post-graduate schools.

Lastly, the speaker focused on the professional progress of teachers, which depends on the collaboration of colleagues at school. In this way, teachers grow. Contribution is important to get information through communication among themselves. In order to achieve this progress, a certain aim has to be followed. These plans consist of short term or midterm ones. While following these plans, the professional personal needs, standards, contemporary progress and changes of structure have to be taken in mind.



## DAY 2

### Presentation 1: "Mother Tongue in Teaching English as a Second Language" by Eda Ercan

Eda first started by introducing the expression 'mother tongue'. Certain errors were recorded among students and to define the roots of these errors was now not very difficult for teachers and could be focused on easily.



The students' errors could be discussed in two parts: intralingual-developmental and interlanguage. After defining these errors, she gave the definitions of positive and negative transfer. She gave some examples of positive transfer vocabulary items and sentence structures comparing English with Turkish. For example, "hava çok guzel" has positive transfer to "the weather is very beautiful." Negative transfer, however, caused differences in the sentence production of the learners and



could be overcome through experience in the target language. The speaker then gave examples of false cognates, meaning different things but being similar in structure as in toy-toy or salt-salt. She then gave some examples for negative transfer as in "senden nefret ediyorum" transferring negatively to "I hate FROM you. The reason for this type of student error is thinking in Turkish and attempting to create English sentences on the same basis as the mother tongue. The speaker then stressed some possible solutions such as teaching with the help of contrastive analysis which could best be taught by exposure to the target language. She concluded by emphasizing the problems of the classroom environment affected by these errors.

**Presentation 2: "A General Overview of English Language Teaching at the Faculties of Education in Bulgaria and Turkey" by Zuhul Guven & Yana Rangelova**

As an introduction, Zuhul and Yana mentioned the main features of their study comparing the two countries, Turkey and Bulgaria, through their education systems following means, goals, results, and some advantages and disadvantages.



Zuhul started by giving the duration and percentages of the Foreign Languages Teaching Department. (50% foreign general knowledge skills, 30% pedagogical knowledge, 20% general knowledge and skills.) Yana compared the Foreign Language Teaching Education in Bulgaria and Turkey stating the similarities of the 4 year educational period but mentioning

the different percentage proportions (25% foreign language knowledge skills, 65% pedagogical knowledge and skills, 10% general knowledge and skills)

One main difference between the two countries was the application of an exam to everybody (OSS TURKEY) and a free choice for education and curricula in Bulgaria. Zuhul and Yana then focused on the common goals of both countries, namely using the language in real life contexts, understanding cultural realities and developing pedagogical knowledge and skills.

Foreign Language Teaching in Turkey consisted of 57% knowledge and skills, 19% knowledge and skills at teaching profession, 19% general culture knowledge and 5% teaching practice. Foreign Language Teaching in Bulgaria consisted of



50% English Communicative Courses 30% additional and optional studies, 15% theoretical studies in the field and 5% teaching practice. In both countries modern concepts and needs of foreign language teaching are focused on while certain problems are also encountered.

Zuhal summarized the problems faced in Turkey as the lack of native speaker teachers, and as a result of this the students' lack of the foreign language acquisition. Another problem facing the Turkish students would be the restricted OSS exam lacking in evaluating oral communication skills and the inconsistent goals in the curriculum and contradictory classroom applications.

In Bulgaria, however, a large portion of time would be wasted on the pedagogical courses and as a result the students would neglect their foreign language practice. Students would be dissatisfied with their practical skills due to the focus on theoretical knowledge. Another problem was the students' different levels since there is no foreign entrance exam. As a result, the quality of English language teaching would be badly affected. Less attention is given to the language teaching practice.

In conclusion, Turkey and Bulgaria have some common problems although certain efforts have been made to overcome these problems. Still, systematic and detailed studies are needed for the problems ahead.

### **Presentation 3 "Views of EFL Teachers and Students on Teachers' Self Efficacy" by Ass. Prof. Dr. Arif Saricoban**

Mr. Saricoban started his speech by emphasizing the importance of student motivation, the most important factor when analyzing the efficacy on teachers. He also mentioned some other factors such as classroom management and classroom instruction. The study that he talked about focused on some theoretical and practical views of EFL teachers and students to analyze the efficacy of teachers and give some advice for teachers in their teaching methods. He stressed EFL teachers' creativity while exposing students to the foreign language and forming a manageable classroom environment. After giving some definitions on self efficacy, he talked about teacher beliefs in developing themselves.



The study on teachers and students on self efficacy was carried out at Ufuk University and applied on 13 native teachers and 96 students in the 2006-2007 academic year. Some of the research questions were:

What is the teacher's level of self efficacy?

What are the students' opinions about the teacher's level?

Are there significant differences between the opinions of the teachers and the students on teacher's efficacy?

To what extent do the teachers believe they are efficient?

To what extent do the students believe their teachers are efficient?

Saricoban then gave the results in percentages. The most striking answer for students in teacher efficacy was the teacher's responding to difficult questions. (almost 65%) With this emphasis he closed his presentation.

#### **Presentation 4: "Too Much Stress: A Qualitative Study on Foreign Language Learning Anxiety" by Sibel Ariogul and Tarik Uzun**

After defining language anxiety, Ariogul summarized the three stages: communication apprehension, test anxiety, and fear of negative evaluation, defining all three. However, one important problem concerning foreign language anxiety was that it had only been investigated in the United States. The aim of her study, however, was to observe anxiety from the learner's point of view and to try to answer the following questions:



What are the sources of foreign language anxiety?

What do anxious people believe would make language learning less stressful?

In order to get fruitful results, interviews were held and audio taped. Then the tapes were transcribed and the participants were identified. The sources for anxiety resulted from four factors: the teacher's attitude, communication anxiety, fear of negative evaluation, and test anxiety.

8 participants were interviewed. On the first factor, namely the teacher's bad attitude, she gave some examples representing the psychology of the fear and frustration of students. She then went on and introduced the two main sources



of communication anxiety which were the mispronunciation of words and forming inaccurate sentences.

The fear of negative evaluation came to being when students compared their language abilities with others. Disorientation and lack of personal improvement were the bad result. An interesting conclusion was drawn concerning the level of students which encountered that type of anxiety. A large number of high level students became more stressed and anxious as they progressed; in addition, class judgment and competence played an important role on learner anxiety. Tolerance, respect, a positive classroom environment and atmosphere, and motivation played important roles, too. The students believed that they could achieve this type of environment only by maintaining the teacher's genuine care, trust, respect and humor.

#### **Presentation 5: "Practical Precepts to Improve the Performance of the Student in Speaking" by Hasan Cakir**

Hasan Cakir started with idiolect expressions. The students could be free to use their favourite words and phrases to express themselves. Cakir stated that if certain structures are used in class for students to express themselves, these will become a habit. Cakir stressed the fact that speaking was a complex and combined skill and that the student should know a large number of these special words. Another important fact was to know the lexicon words and which family they stem from. The teacher's role was to encourage the students to use figurative language. Also students had difficulties in expressing themselves when they first started, so they needed guidance through their topics and an organized ability to explain, select and shape their ideas. Some problems arose at this point because the students lacked background information, the skill to express their topics, as well as communication and practice in class.



Cakir also stated that collocations were very productive and useful for the student. By learning collocations, students will have a rich resource of the language in forming meaningful sentences to express themselves. Next, he stressed mechanical drills and their importance in developing the speaking skill. It would be more important to give students practice in what they think,



understand, and express their meaning. Drills could be given as additional exercise.

Speaking had one advantage over written expressions in that it was simpler, less complex, more natural, and much easier according to Cakir. Regarding communication, he mentioned linguistic accuracy, the organisation of the speech content and its delivery as well as discourse markers. As a conclusion, the teacher's task was to apply the patterns in the lessons and different techniques could be followed in applying them. The main point here was to stress dramatization, role play, problem solving activities, dialogues, and conversations. Grammatical structures should be embedded in the mechanical and communicative drills .He concluded by stressing that speech competence resulted from exposure to the target language and systematic language practice.

### **Presentation 6 "Experiences, Practices and Strategies for Comprehensiveness in Education in the Preschool and Elementary System" by Margarita Hido**

Margarita and her colleague mentioned at the very beginning of their speech that Gjirokastra was an Albanian town where this study had been conducted. In order to make this study more precise, Hido studied parallel textbooks and school programs. 80 questionnaires were given to the teachers and directors and were processed and elaborated on. She then emphasized the comprehensiveness of education. Schools are responsible for the students in their progress, however, in the decision making process, parents are active participants. Children with learning difficulties are also admitted to schools and the



programs are made to fit their needs and capabilities. The students' abilities were focused on in order to reach desirable results. Margarita mentioned the principle school for all and that every child had its own school progress. Teachers have a certain role in helping these different students in staying at school and with adaptation problems. Schools should also have the proper equipment for their students. Children's rights are important and so the speaker read an article from the Albanian Constitution. 'Albanian citizens enjoy equal



rights to all level of education regardless of their social life, health and financial state.'

Three forms of education were mentioned for these special children. Some teachers stated in the questionnaire that they wished they had the necessary qualifications at coping with the difficulties in learning and in dealing with the special needs of the individuals. 90% gave the answer that they had, while 10% gave the answer that they didn't. To the question why school children fail, the teachers gave the following answers: the child himself and the family are responsible for the failures at school (more than 80%); the rest of the sources of failure (less than 30%) were school texts and programs, the teacher's individual work, lack of time, large classes, individual characteristics and educational load.

Margarita then stressed that comprehensive education was important in order to be successful as a teacher and more importance should be given to it. At Gjirokastra University, the subject 'Special Education' gives students theoretical and practical information about special education and comprehensiveness. Most of the teachers were rewarded in this kind of comprehensive education. The main issue in comprehensive education is to minimize the pressure. New policies have to be made. Services for the needs of the disabled, equal treatment, institutional changes are needed to make transitions.

She then mentioned ideal comprehensive policies, which should eliminate high educational objectives, lack of motivation, poor physical conditions, curricula burden etc. Cultures and values also play an important role in applying these practices. In the (pre)elementary educational system of Gjirokastra, the biggest problem was defining the disabilities. About 5.7 % of the school children were disabled. Some of these children had physical and mental problems but not all problems were recognized.

Margarita mentioned that observation and evaluation, pedagogical diagnosis, special approaches, appropriate organisation, application of the teaching methods, managing student behaviour were important in the realization of this practice. On the other hand, it was important to accept the differences, to improve the educational system, to stimulate teachers to teach disabled children and to cooperate with special education experts. Margarita focused on the psychology of disabled children and that they had to feel successful. To achieve this, all realistic objectives had to be defined and reached. The most



effective learning method in this situation is role playing because as a class activity it usually meets children's interests. Positive evaluation of the teacher is also important as well as the development of self-discipline and respectful relationships. Another important factor is active learning experience. The presenter also stressed that if the disabled students were denied, it would be the lack of the education system and not the lack of learning disabilities.

As a conclusion, the speaker said that a lot of attempts had been made in the last few years. Training strategies for both teachers and parents were important. Most of the teachers were quite pessimistic about the positive result on comprehensiveness. Teachers should be counselors and responsible for other services as well. She concluded with the words that comprehensiveness should be given in early childhood.

### **Presentation 7: "Citizenship Identity and Young People: Implications for Higher Education in Turkey" by Ilkay Demir**

First Demir started by introducing the concept of 'citizen' and being a participatory citizen. One aspect of citizenship is the commitment to laws and good behaviour whereas judgment and action were active participatory citizens' characteristics.



Regarding youth and citizenship, a more complex status is encountered. Young people have the need of self respect and identity. Another problem of youth would be that it is a state of semi-dependency. Semi dependency affects young people's full citizenship. However, it is of great importance that the notion of citizenship in adolescence should be a period of political socialization. Youth is given an important mission towards future generations and is considered an engine of social change. Today's youth, unfortunately, is isolated from society and is individualized, selfish, cynical, problematic and indifferent. As a result of this alienation, promoting citizenship identity and giving citizenship education in schools has become a common interest among the scholars. Citizenship education is quite rare in higher education due to its changing conceptions. Demir supported this view by giving examples of Giroux and Cortese's thoughts stating that the university was a public sphere with democratic identities, values and relations. Increasing awareness, knowledge, skills and values at universities should go hand in hand with a just society



improving itself. Higher education is a way of creating and promoting an active, participatory and democratic citizenship identity. Community-based research, collaboration and service courses are important. Community-based research in Turkish higher education is insufficient. Textbooks are based on theoretical knowledge and community participation is rarely encouraged as it should. The presenter suggested that faculties could conduct collaborate community-based research. A qualitative approach could form a bridge in Turkish universities and this paradigm is becoming more and more widespread. This research gets financial support although it is not enough since scientific responsibility should involve students as a part of the research process along with the faculty and community.

Demir also discussed the characteristics of service learning experiences in general and in Turkey: It helped students to determine their needs; combining service experience with learning experience could be applied in real life. Service learning could develop academic knowledge, provide practical skills, and strengthen social responsibility and values in society. Lastly, she focused on the growing number of community courses in Turkey bringing new insights for civic participation, democratic citizenship and community involvement for students. Through this course, students could feel productive, efficient, and active.

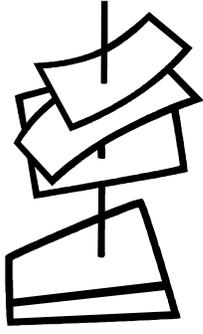
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# REFLECTIONS ON The IV. Cankiri Culture and Knowledge Festival

Summarized by  
Prof. Dr. Aydan Ersoz

The Fourth Cankiri Festival was held between November 13 -15, 2008. The festival was organized by the Governor and the Mayor with the support of the Ministry of Tourism and Culture. Cankiri Karatekin University was very active at every step of this successful organization.



There was a fascinating exhibition of the paintings and photographs by children between ages 8 and 12 who had attended the course held by the Fine Arts Department of the university.





On behalf of our association, I attended the festival with a presentation entitled "The Importance of Foreign Language Education to Promote Cankiri Tourism".

Tourism can be the major source of income and can play an important role for the country's economic development. Not only will it contribute to the cultural and economical development of the area but also it will create a sustainable social development. In order to promote it, we should first advertise through radio, television, magazines, posters, newspapers, brochures and internet. We should also communicate effectively with the tourists who visit our country. The only way of doing this is having good foreign language skills. My presentation covered different suggestions to start and run modular language courses for all parties who are involved in the sector.

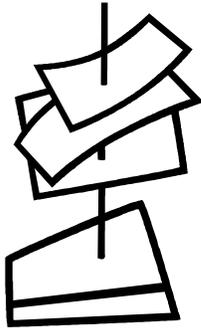


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**Also take a look at  
the Calendar of Events...**





A Paper from a member

**The Relationship between Background Knowledge,  
Language Proficiency, Levels of Education and  
Performances of Iranian Students on Different Test Formats**

*Sayyed Muhammad Alavi, Ph.D.*

*(University of Tehran)*

*&*

*Azar Rabbani, MA*

*(Al-Zahra University)*



## Introduction

Readers' background knowledge (BGK) and their level of language proficiency, among other variables, have attracted the attention of researchers in reading (Bartlett, 1932; Goodman, 1982; Smith, 1971), in general, and reading assessment (Alderson, 2000; Clapham, 1996), in particular. There is enough evidence that BGK affects both reading process and product (Alderson, 2000; Bartlett, 1932; Smith, 1971; Goodman, 1969, 1982). In other words, the nature of the knowledge that readers possess influences what they remember of text, their understanding of text— i.e., the product – and the way they process it (Bartlett, 1932, cited: Alderson, 2000). Clapham (1996), on the other hand, found that the level of language proficiency affects the participants' performance on a Language for Specific Purposes (LSP) test. Her studies showed that the participants' lack of proper linguistic knowledge accounts for a poor performance, while the linguistic knowledge of high-proficient ones was sufficient for decoding the text. However, in the case of the participants with a medium proficiency, good performance on the same test was related to both their linguistic knowledge and their background schemata.

So many attempts have been done to find out if 'second-language reading is a *language* problem or a *reading* problem' (Alderson, 2000). Almost all of them support the general view that the 'short circuit hypothesis' is correct (Urquhart & Weir, 1998). Clark's **short circuit hypothesis** posits that inadequate knowledge of the second language short circuits or prevents successful first-language readers from reading well in the second language.

Mohammed and Swales (1984) found that one of their non-native Science subjects, whose estimated proficiency in English was low, was unable to perform the tasks, although presumably the subject had the necessary BGK. They put this down to the existence of a threshold level. Ridgway (1997) has again invoked the threshold effect, this time, like Mohammed and Swales (1984), to explain why a group of Turkish readers were unable to utilize BGK in reading English. Thus the threshold level has been used to explain why either BGK, or 'reading skills' are unable to compensate for a lack of linguistic proficiency (Bernhardt, 1991b).

Both Horiba (1996, 2000) and Taillefer (1996) found that L2 readers drew heavily on their linguistic ability when they were reading various L2 texts. Taillefer (1996) found that L2 readers used this knowledge not only when they were reading L2 texts for meaningful details but also when they were reading L2 texts to do tasks as simple as scanning for specific information.



Taillefer (*op cit.*) also found that as the reading task became more cognitively complex, the role of linguistic ability became more paramount (see also Bossers, 1992; Cummins, 1980; Cziko, 1980). More importantly, Taillefer (1996) found that as the L2 learner became more linguistically proficient, other variables such as the use of L1 higher level reading strategies did not gain more momentum than L2 language proficiency in extracting meaning from text. In other words, as the learners in these studies became more proficient, reliance on textual and linguistic processes did not increase (cf. Alderson, 1984).

The consensus among researchers regarding the role of BGK and language proficiency in reading provides convincing pieces of evidence for test-developers to design tests in which these two variables play a crucial role. Taking BGK, which is proved to have a facilitative effect on reading performance (Alderson, 2000), into consideration, for instance, led to the development of specific purpose testing. One dimension of Language for Specific Purposes testing that makes it distinguishable from general purpose testing, according to Douglas (1997, 2000), is “the interaction between language knowledge” (language proficiency) and “specific knowledge” (BGK) (Alderson and Banerjee, 2001:222). BGK is said to be an integral part of LSP tests, since it is hypothesised that participants’ competence is built within “the context of their academic or professional field” (Alderson and Banerjee, 2001:222). That is, the students with the same BGK might be advantaged if they take a test within their own field of study. However, both Clapham (1996) and Alderson (2002) agree that language ability proved to be a more determining factor in such studies.

Results, though somewhat mixed (cf. Jensen and Hansen, 1995 and Fox *et al.*, 1997), suggest that BGK and language knowledge interact differently depending in their language proficiency of the test taker. Clapham’s (1996) research into subject-specific reading tests shows that the scores of neither lower nor higher proficiency test takers seemed influenced by their BGK. She hypothesises that for the former this was because they were most concerned with decoding the text and for the latter it was because their linguistic knowledge was sufficient for them to be able to decode the text with that alone. However, the scores of medium proficiency test takers were affected by their BGK.

The present study was designed to investigate the relationship between BGK and level of language proficiency in a context such as Iran where English is learnt as a foreign language. It, also, attempted to draw insights from Iranian seniors and graduates’ performance on IELTS reading test – an example of LSP tests. In this regard, this study might clarify how facilitative BGK might be and how contributive language proficiency is in doing test tasks, designed and developed within a communicative framework.

## Methodology

### Participants

To achieve the purpose of this study, 545 university students, from both Ferdowsi University and Islamic Azad University-Mashhad branch, majoring in different disciplines were invited to participate in the study. Generally, they were selected from three main fields: *Humanities*, *Hard Sciences*, and *Engineering*. As levels of education, the moderator variable in this study, was supposed to affect participants’ performance. Thus, both BA/BS seniors and MA/MS students were invited to take part in this study.



As one of the objectives of the study was to investigate the role of language ability in the performance of ESP students, the participants were classified based on their levels of language proficiency. The mean and standard deviation of the Michigan Preliminary Test were used as the criterion for the classification of participants. The participants who had scored higher than 'mean-plus-one' standard deviation were assigned to the advanced group. Through the same procedure, the participants who stood within the 'mean-plus-one' standard deviation range were assigned to the high-intermediate group. The low-intermediate group included the participants whose scores on the Michigan Test fell within the mean-minus-one standard deviation range. Finally, the participants who had scored below the mean-minus-one standard deviation range were assigned to the non-proficient group.

### **Instrumentation**

Three different instruments were used in the present study: (1) Michigan Preliminary Test (MT), (2) the IELTS Reading Test, and (3) a questionnaire.

Since the present study was an investigation into the effect of the interaction between language level and subject area on test performance, all participants took the same test of language proficiency – a 35-item Michigan Preliminary Test – so that they could be placed on one common scale of ability. It included four different sections: multiple-choice cloze, grammar, vocabulary – each having 10 items – and a reading comprehension with 5 items. It took the participants about 35 minutes to answer.

To find out if BGK affected reading performance, two IELTS reading passages with two different subject-matters were administered in the second session. They were selected based on expert judgment.

*Passage One* was psychology-related with about 600 words. The passage contained 14 reading comprehension questions in two different formats. The first 6 items were statements to be judged with exact words (*yes/no/not given*). The next 8 items were, in fact, blanks in a text-based summary cloze to be filled in with one appropriate word from the text.

*Passage Two* was a biology-related reading comprehension of about 900 words. It included 16 items in three different formats. The first 4 items were questions to be answered with three words. The two next test tasks were in the form of verbal charts, each with six blanks to be filled in with two words and one word respectively.

Thus, the IELTS booklet contained two reading passages, one related to psychology and one to biology. The item types included yes/no/not given questions, a gapped summary, the identification of sentences in a text which contained the answers to a set of questions, and two flowchart completion exercises.

An 8-item Likert scale questionnaire – developed under the supervision of two experts – was, also administered after the participants did the IELTS test tasks. It asked for some personal questions, first. Then, it demanded the participants to communicate to the researcher how much their BGK helped them in:

- a) understanding the passages;
- b) doing the test tasks or items.



The first four items were related to the former; that is, understanding the two passages. The next four items required information about the latter – doing the test tasks/items.

### **Procedure**

As it was mentioned previously, three data elicitation instruments – Michigan Preliminary Test, IELTS reading test and a questionnaire – were administered to both BA/BS seniors and MA/MS students. It was predicted that the process of test taking might be tedious and boring, so the two tests and the questionnaire were administered in two different sessions: first, the Michigan Preliminary Test; and then, the IELTS reading test along with the questionnaire.

Before analysing the data, the scores of the participants were standardised since the numbers were different in various sections of the two tests. Statistical analyses are discussed in detail below.

## **Results**

The main objective of using MT was to classify the participants based on the same scale of language ability. Therefore, a frequency analysis was performed (Table 1). A Two-way Analysis of Variance was performed to find the difference between the participants' scores in different sections of MT across the level of education. The result as appeared in Table 2 showed that the participants' performances across the level of education were significantly different from one another ( $F = 46.32$ ,  $p = 0.00$ ). This, probably, implies that level of education affects EFL test performance. However there was no significant difference among the participants' scores in different sections of the test ( $F = 2.14$ ,  $p = 0.09$ ).

The reliability analysis of IELTS showed that the reliability coefficient of IELTS in the first analysis was 0.65. It also revealed that all items were positively correlated with each other except for item 18. As suggested in Alavi (1997) that removing those items which had a negative or low correlation with total scores would increase the reliability coefficient, the exclusion of item 18 from the analysis resulted in the reliability coefficient of 0.71. On the basis of this reliability analysis, item 18 was removed from further statistical analyses.

To examine the construct validity of IELTS reading comprehension sections, Principal Component Factor Analysis at item level was performed. As a default, six factors with an Eigenvalue of 1 that explained 67.19 cumulative percent of variance were emerged. Since five test formats were used in the test, a five-factor solution was performed. The result did not show a clear pattern of the test format indicating that the construct of formats of the items overlapped with each other as items required One-word answer items had loading on the same factor where items required for two- or three-word answers did. However, the participants were more homogeneous in their responses to the questions in Passage Two where three-word responses were required ( $SD = 20.79$ ).

The relative disappointing result of factor analysis at item level provided the reason for examining the construct of passages. Therefore, a two-factor solution was performed. The two-factor solution accounted for 46.72 cumulative percent of variance emerged. It, also, revealed that all total scores of items in Passage Two, irrespective of the format, loaded under factor 1 (Table 3). The two item formats of Passage One loaded under factor 2. The result of



factor analysis clearly showed that the two passages, irrespective of what the items required, had a clear construct. This may be an indicator of the influential role of BGK on the test.

Before analyzing the two passages a frequency analysis was run to find out how homogeneous the participants were in terms of their performances on the two passages. The result (Table 4) demonstrated that the participants, in general, performed better in Passage One, where they were more homogeneous with the mean score of 26.29 comparing to 23.34 in Passage Two. This means that the scores of the participants in Passage Two were more spread than those of Passage One. That is to say, frequency analysis showed that the participants were not as homogeneous in their performances on Passage Two (science-based text) as they were on Passage One (humanities-based text). This is likely to imply that Iranian ESP students performed better in humanities-related reading passages than in science-based passages that probably demand more special knowledge to be comprehended.

Statistical analyses of Passage One and Passage Two appear below. Each passage was analysed two times. First, the performances of participants in three fields of study – i.e., Humanities, Hard Science and Engineering – were analysed. Then, the effect of levels of education in the three fields of study that accounted for six groups was subjected to statistical analyses.

#### **Statistical Analyses of Passage One**

As it was mentioned earlier, the participants took a psychology-related passage with 14 items in two different test formats – statements and a gapped summary. This passage was called Passage One for the ease of comprehending the statistical analyses throughout the study.

The descriptive statistics of fields of study on Passage One appeared in Table 5. The mean scores of Humanities ( $x = 32.37$ ) and Engineering ( $x = 30.07$ ) showed that the participants in these two fields were closer in their performances in Passage One. The mean plot of performances of these groups appeared in Figure 1.

The Analysis of Variance (ANOVA) showed that there was a significant difference among these groups ( $F = 15.21$ ,  $p = 0.00$ ) (Table 6).

The Multiple comparisons, appeared in Table 7, showed that there was a significant difference between Humanities and Hard Sciences students ( $p = 0.00$ ). However, no significant difference was observed between the performances of Humanities and Engineering ( $p = 0.73$ ). The mean scores ( $x = 32.37$  and  $30.07$  respectively) were different in Humanities and Engineering. This might be the result of high language proficiency of Engineering students.

The descriptive statistics of levels of education and major in Passage One appeared in Table 8. The result showed that Humanities MA ( $x = 50.19$ ) and Engineering MS ( $x = 50.51$ ) were more homogeneous in their performances on Passage One. The mean score also showed that MA/MS participants performed better than their BA/BS mates. Humanities MA outperformed ( $x = 50.19$ ) Humanities BA ( $x = 27.55$ ) in Passage One; while Humanities BA outperformed the other two BS participants on the same passage. Figure 2 represents the mean plot of the related result.



To find the statistical difference among the performances of participants with various levels of education in two passages, One-way Analysis of Variance (ANOVA) was used. The results, appeared in Table 9, showed that there is a significant difference among participants ( $F = 35.12$ ,  $p = 0.000$ ). That is to say, levels of education did affect participants' performance.

The post hoc Sheffe test, appeared in Table 10, showed that BA Humanities performed similarly to Engineering BS ( $p = 0.25$ ) and Hard Science MS ( $p = 0.07$ ). While with the former, high language proficiency might have resulted in such similarity, levels of education probably played a role with the latter – i.e., Hard Sciences MS. Nevertheless, Humanities BA were significantly different ( $p = 0.00$ ) from Hard Sciences BS, Humanities MA and Engineering MS. Hard Sciences BS did similarly to Engineering BS ( $p = 0.22$ ). Humanities MA performed differently from Hard Sciences MS ( $p = 0.62$ ) and Engineering MS ( $p = 1.00$ ). Hard Science MS performed similarly to Engineering MS ( $p = 0.45$ ). In general, the results showed that levels of education and BGK possibly influenced performances on Passage One. However, similar performances of Humanities BA and Engineering BS ( $p = 0.25$ ) may be related to a better language proficiency of Engineering BS and BGK of Humanities BA. The same is true with the Hard Sciences MS ( $p = 0.07$ )

#### **Statistical Analyses of Passage Two**

Passage Two in the IELTS booklet was a science-based, biology-related reading comprehension. The participants were supposed to read the passage and answer 16 test items within three different test formats in 35 minutes.

The descriptive statistics of participants on Passage Two appeared in Table 11. Humanities obtained the lowest mean score in this passage ( $x = 6.87$ ). This clearly shows that BGK plays a facilitative role in ESP reading comprehension. The mean plot of the performance of these groups is demonstrated in Figure 3 below

The Analysis of Variance (ANOVA) also showed that there is a significant difference among the performances of participants on Passage Two (Table 12).

The multiple comparisons, appeared in Table 13, showed that there was a meaningful difference among the performances of the three groups in Passage Two.

The performances of participants with different levels of education and course of study on Passage Two appeared in Table 14. The six groups of participants were significantly different in their performances on Passage Two which was a biology-related text. Humanities BA did the worst performance in this passage ( $x = 0.79$ ). This indicates that BGK did influence their performances on this passage. Humanities MA did also the worst performances on Passage Two ( $x = 29.34$ ), comparing to those of Hard Sciences MS ( $x = 42.83$ ) and Engineering MS ( $x = 57.25$ ). The best performances belonged to Engineering both MS ( $x = 57.25$ ) and BS ( $x = 28.40$ ). In general, the descriptive statistics showed that MA/MS students performed significantly better than BA/BS participants on Passage Two. Figure 4 shows the mean plot of the result.

The One-way Analysis of Variance (ANOVA) of differences between levels of education with different fields of study appeared in Table 14. The results showed that participants



performed significantly different from each other ( $F = 54.69$ ,  $p = 0.00$ ). Here, again, levels of education appeared to affect participants' performances.

The Multiple Comparison, in general, showed that there was a significant difference between the performances of participants with regards to their levels of education, i.e. MA/MS participants performed significantly different from BA/BS students. As the result (Table 15) showed Hard Sciences BS, Engineering BS ( $p = 0.11$ ) and Humanities MA ( $p = 0.43$ ) did similar to each other, while they were different from Hard Sciences MS ( $p = 0.00$ ). This indicated that levels of education of Hard Sciences participants affected their performances on this passage. The similar performances of Hard Sciences BS and Engineering BS may be related to high language ability of Engineering BS and Hard Science BS; while with Humanities MA it is the levels of education that caused similar performances. The results of Multiple Comparison, also, showed that Engineering BS performed similarly to Humanities MA ( $p = 1.00$ ). This may indicate that language ability, for the former, and levels of education, for the latter, affected their performances on Passage Two. There was no significant difference between the performances of Engineering MS and Hard Sciences MS ( $p = 0.97$ ). That may be due to high language proficiency of Engineering MS and BGK of Hard Sciences MS. Levels of education appeared, again, to affect Humanities MA and Hard Science MS' performances on Passage Two since there was no significant difference between them ( $p = 0.25$ ).

Table 16 shows the descriptive statistics of participants' performances on the basis of their levels of education. The result confirmed the above-mentioned findings that MA/MS students performed better than BA/BS students in both passages. This tends to show that the levels of education did affect the performances of participants on IELTS reading test.

An independent t-test was, also, performed to find if a meaningful difference exists between participants' performances. The result, appeared in Table 17, showed that there was a significant difference ( $T = 24.72$ ,  $p = 0.000$ ) between levels of education and scores in Passage One, while there was no significant difference in Passage Two ( $T = 0.117$ ,  $p = 0.73$ ). An independent t-test was also used to find the different performances of participants in all items of IELTS and levels of education. The results showed that there was not a significant difference between the performances of BA/BS and MA/MS on total IELTS test scores ( $T = 3.43$ ,  $p = 0.06$ ).

#### **Statistical Investigation of Test Formats**

To find out if test format caused any meaningful difference in the performances of participants, taking their levels of proficiency into account, a Multiple Analysis of Variances (MANOVA) was performed. As an initial step, a frequency analysis of test formats in two passages was done (Table 18). The lowest mean score belonged to the items in which the participants were asked to provide only three words to the questions in Passage Two ( $x = 10.41$ ). All participants were also more homogeneous in their performances in this item format ( $SD = 20.79$ ). The highest mean score belonged to one-word production in Passage Two ( $x = 33.11$ ) where they were asked to complete a verbal flowchart. The participants were also more spread on this format. ( $SD = 44.40$ ) Figure 5 shows the mean plot of frequency analysis of item types in IELTS.

The results of Multiple Analysis of Variance (MANOVA), appeared in Table 19, showed that the participants performed significantly different from each other on various formats of the



test. This indicated that the participants with various BGK performed differently on different formats of the test. The levels of language proficiency, also, affected the participants' performances on the test. The interaction between levels of proficiency and test formats was also significant.

Table 20 shows the descriptive statistics of participants' performances with different levels of proficiency on test formats. While advanced ( $x = 71.04$ ), high intermediate ( $x = 38.65$ ) and low intermediate ( $x = 22.22$ ) participants did best on 1-word production where they were asked to do a verbal flowchart exercise. Low proficiency ( $x = 15.84$ ) participants did best on statements where they were asked to judge the sentences with yes/no/not given. While advanced, high intermediate and low intermediate were more homogeneous in doing item types in Passage One – i.e., statements and gapped summary – low proficient participants did homogeneously better on item types of Passage One and 2-word production items in Passage Two where they had to complete a chart with two words. The performances of four groups on other item types were more spread. Figure 6 represents the pictorial demonstration of the findings mentioned above.

The results of post hoc Sheffe test (Table 4.21) revealed that there was no significant difference between participants' performances on statements and gapped summary in Passage One and 2-word production in Passage Two ( $p = 0.35$  and  $0.18$  respectively). Also it showed that the participants performed similarly to each other in Passage One item types. This may indicate that Iranian ESP students are more familiar with the nature of gap filling and T/F test formats.

The Multiple Comparison showed that there was a significant difference between the performances of participants with different levels of language proficiency.  
Statistical analyses of the questionnaire

In order to examine the difference between participants' perception concerning the abilities in understanding the passages and doing the items a paired t-test, taking BGK as a facilitative variable, was performed. The result showed that there was a significant difference between the participants' view on these two issues ( $T = 6.00$ ,  $p = 0.00$ ) (Table 23).

The results of performing frequency analysis of the questionnaire showed that the participants were homogeneous in their perceptions about understanding the passages than that of doing items (Table 24).

A correlation analysis was also performed between the views of participants' on their abilities to understand passages and their actual performances on the IELTS reading test. The result showed that there was a positive strong correlation between the views of participants on doing the items and understanding the passages ( $r = 0.63$ ). The correlation between their performance on IELTS and their perceptions in understanding passages and doing the items was very low ( $r = 0.04$  and  $0.005$  respectively). This indicates that the participants' self-perception and their actual performance on the test are not similar to one another (Table 25).

The findings will be discussed in the next section, i.e., Discussion.

#### Discussion

The statistical analyses, explained above, proved that BGK and language proficiency and levels of education did affect participants' performances. However, there was evidence that



the greatest influence on students' performances was due to language proficiency. How each variable affected reading performance will be discussed below.

In order to see how BGK affected reading performance, the participants were divided into three groups based on their field of study – Humanities, Hard Science and Engineering. Then, the data were submitted to statistical analyses as: a) frequency analysis, b) Analysis of Variances and c) multiple comparisons. ANOVA analyses in both passages showed that BGK affected participants' performances as there was a significant difference between the three groups (Tables 6 & 12). As an evidence of positive effect of BGK, both Humanities and Hard Science students performed well in their field-related passage. That is, Humanities participants outperformed the other two groups in Passage One and Hard science students did well enough in Passage Two to outperform the Humanities. However, Engineering participants in both passages performed satisfactorily well, so that they outperform Hard Science students in Passage Two and did very close to Humanities in Passage One (Tables 5 & 11). This was approved through multiple comparison analyses. Engineering performances were similar to Humanities in Passage One (Table 7), while there was a significant difference between the performances of three groups in Passage Two.

Thus, good performance of Engineering can be due to their high language proficiency in comparison with the other two groups. This approves the fact that high language abilities can compensate for lack of knowledge in a field-related text as Clapham (1996) reported the same finding. However, the poor performance of Humanities in Passage Two may indicate the fact that Social Science students face difficulties in processing Science-based texts.

Levels of education also showed to affect participants' performances. In both passages MA/MS participants outperformed BA/BS students (Table 16). It also appeared to significantly affect participants' performances in MT (Table 2) as the two-way ANOVA showed. However, the results of independent t-test showed that levels of education only caused a significant difference in the participants' performances in Passage One. BGK and language proficiency may account for similar performances of participants at both levels in Passage Two, in specific, and in IELTS, in general (Table 17).

To examine how exactly levels of education affected reading performances, the participants were divided into six groups based on their fields of study and levels of education. Then, the data were, again, submitted to: a) frequency analysis, b) ANOVA, and c) multiple comparisons. The ANOVA analyses showed that levels of education affected participants' performances as they did significantly different from each other (Tables 9& 14). Descriptive statistics in both passages proved the positive effect of levels of education as MA/MS participants outperformed their BA/BS mates (Table 15). The Multiple comparisons approved the previous findings as participants in each field did significantly different from each other with regards to their levels of education.

The Multiple comparison analyses implied other findings, too. First, there was no significant differences between the performances of MA/MS participants in Passage One (Table 10), while in Passage Two, Engineering MS performed significantly different from Humanities MA (Table 15). This again approves the fact that Social Science students are disadvantaged when taking science-based texts that demand more special knowledge to be comprehended. This is further supported by referring to Table 5 where the results of frequency analysis showed the participants scored the highest mean in Passage One. Second, Humanities BA did



very similarly with Hard Science MS. The same happened with Hard Science BS whose performance was similar to Humanities MA. So, once again, BGK showed to affect the participants' performances and prevailed the effect of levels of education in this way. Third, Engineering BS did very similarly to: a) Humanities BA in Passage One (humanities-related), b) Hard Science BS in Passage Two (science-based), and c) Humanities MA in Passage Two. The better performance on the part of Engineering BS was due to their high L2 abilities.

In order to find out if language proficiency affected the participants' performances in terms of doing test tasks, the data were submitted to the following statistical procedures: a) Multiple Analysis of variances, b) Multiple comparisons, and c) frequency analysis. The MANOVA analyses proved that participants with different levels of language proficiency performed significantly different from each other (Table 19). The results of Multiple Comparison Sheffe test showed that the participants with different levels of proficiency did significantly different from each other in both passages (Table 22). This is further approved through the descriptive statistics where the advanced participants scored the highest mean in all test formats and lowest mean score belonged to low proficiency students (Table 20).

Frequency analysis (Table 20) also showed that low proficiency students did best in Statement task. This may indicate that low proficiency students possess comprehension competence. However, low intermediate, high intermediate and advanced participants scored highest mean scores in 1-word production task. It may be due to the fact that they can both comprehend and produce language; but their production is very limited. At four levels of language proficiency the lowest mean score belonged to 3-word production. This is supported as the results of frequency analysis of IELTS showed in Table 18. Although, the highest mean score belonged to 1-word production, the participants were more homogeneous in doing 3-word production.

The results of post hoc Sheffe test (Table 21) showed that participants performed similarly in terms of doing Statement and Gapped summary tasks which were related to Passage One. However, they did significantly different from each other in Passage Two tasks – i.e., 1-word, 2-word and 3-word production. However, participants' performances in the 2-word production task was similar to both Statement and Gapped summary tasks. This may approve the disappointing results about the construct validity of item types in IELTS test where the factorial analyses proved the fact that test formats overlapped with each other.

The questionnaire analyses supported the above mentioned findings. The frequency analysis showed that the participants were more homogeneous, believing that BGK helped them comprehend passages better (Table 24). This agrees with the results of factorial analysis where the two passages had construct validity as a result of the effect of BGK (Table 3). Furthermore, the correlation analysis proved the fact that BGK facilitated understanding passages, but it did not help them in doing test tasks (Table 25). Finally the paired t-test showed what participants thought about their abilities was considerably different from what they did in reality (Table 23). This may prove the fact that Iranian students are not familiar with communicative test tasks. Thus one can safely conclude that they do not develop their L2 skills communicatively and interactively.

The three null hypotheses posed by the researcher were all rejected based on the findings discussed above. The researcher, at the same time, found that there is an interaction between BGK and language proficiency in terms of understanding passages and doing test tasks.



While BGK proved to facilitate reading performance, language proficiency appeared a more contributively variable since Engineering participants both BS/MS did best in both passages as a result of high language abilities.

## Conclusion

The present study showed that academic background could have an effect on reading comprehension and that BGK did affect EAP/ESP reading comprehension. In this way it was a contribution into researches done on reading and the assessment of reading. For example, the majority of studies cited by Bernhardt (1991) were successful in showing that readers' familiarity with content had a significant effect of their performances. Johnson (1981, 1982) also signified the importance of home culture, claiming that content familiarity, especially gained from one's culture, affects students' performances positively. He, further, explains that content familiarity is even more facilitative than syntactic complexity.

On the contrary, no such effect was found when Engineering BS/MS outperformed Hard Science in Passage Two and did very similarly to Humanities in Passage One. This goes with what Clapham (1990) found that subject area had no significant effect on scores. Similarly, Koh (1985) maintains that prior knowledge did affect test scores but that ignorance of the subject matter could be compensated for by high linguistic proficiency. Bernhardt (1991) even suspects that BGK becomes less important as students become more linguistically proficient. In addition, Coady (1979), Clarke (1980), Cziko (1980), McLoad and McLaughlin (1986), among others, all reported that the ability of students to make use of top-down reading skills depended on this level of L2 proficiency. It is likely, therefore that the effect of subject area on test performance is not the same for students at different levels of L2 proficiency. Moreover, Alderson and Urquhart (1985), Koh (1985) and Tan (1990) all found that although academic subject area tended to have an effect on reading test performance, level of language proficiency was equally or more important.

Levels of education proved to affect participants' performances. This is exactly what Clapham (1996) found that the undergraduates were not that much affected by the subject area, as the postgraduates were. However, as discussed earlier, field-familiarity caused similar performances among BA/BS students comparing with those of MAMS students. So BGK proved to be a facilitative variable bringing about similar performances between BA and MS students in this study (Passage One), and BS and MA students (Passage Two).

The study also showed that there is a tendency for science students to perform better than other students at science-based test, but to perform as well as Humanities students on Humanities-based ones. Thus if general texts are to be selected in Academic Purpose tests, it appears that the non-science texts may be the most suitable as, although non-science students seem to adversely affected by science texts the reverse does not appear to be the case. Most science students appear not to be adversely affected by non-science texts as they are familiar with these areas in their own reading (Clapham, 1996: 277)

The research evidence strongly suggests that any variable that has an impact on either the reading process or its product needs to be taken into account during test design or validation. Just as language proficiency seems to affect participants' performances, BGK should be recognized as influencing all comprehension. It is a candidate for the sort of variable to be



controlled or neutralized and every attempt should be made to allow BGK to facilitate performance rather than its absence to inhibit. Douglas (2000) does include BGK in his construct definition of specific purpose ability in assessing languages for specific purposes. There may indeed be situations, such as in assessing academic reading, where it might be appropriate to include subject-matter knowledge as part of the construct.

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## **APPENDIX I**

**Table 1: Frequency Analysis of Michigan Test**

	Multiple Choice Cloze	Grammar	Vocabulary	Reading Comprehension	Michigan Test
N	544	543	543	544	541
Mean	28.2537	27.3665	27.3665	30.1471	28.0591
SD	17.6022	19.9045	19.9045	<b>26.1173</b>	16.1173

SD: Standard Deviation

N: number of participants



**Table 2: Two-way ANOVA – Sections of MT and Level of Education  
Tests of Between-Subjects Effects**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	23048.718	4	5762.180	13.186	.000
Intercept	1492883.279	1	1492883.279	3416.214	.000
Sections of MT	2809.219	3	936.406	2.143	<b>.093</b>
Level of Education	20245.764	1	20245.764	46.329	.000
Total	2710100.000	2174			
Corrected Total	970900.322	2173			

**Table 3: Factor Analysis of IELTS Test Formats**

	Component	
	1	2
Passage One – Statement		0.723
Passage One – Gapped summary		0.764
Passage Two – 1-word production	0.728	
Passage Two – 2-word production	0.687	
Passage Two – 3-word production	0.382	

**Table 4: Frequency analysis of IELTS reading comprehension**

	Passage One	Passage Two	IELTS_29 Items
Mean	26.2910	23.3486	25.5742
SD	27.3992	29.2464	22.4052
Variance	750.7173	855.3504	501.9945

**Table 5: Descriptive Statistics/Passage One/Fields of study**

Field of Study	N	Mean	SD
Humanities	169	32.3753	25.8368
Hard science	210	18.4014	22.9058
Engineering	166	30.0775	31.6111

**Table 6: ANOVA /Passage One/Fields of study**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	21707.922	2	10853.961	15.214	.000
Within Groups	386682.267	542	713.436		
Total	408390.189	544			

**Table 7: Multiple Comparisons /Passage One/Fields of study  
Scheffe**

(I) Field of Study	(J)Field of Study	Mean Difference (I-J)	Sig.
Humanities	Hard science	13.9740	.000
	Engineering	2.2979	<b>.734</b>
Hard science	Engineering	-11.6761	.000



**Table 8: Descriptive Statistics /Passage One Level of Education by Field of study**

Passage One	Level of Education	Major	Mean	SD
	BA/BS		Humanities	<b>27.5510</b>
Hard science			11.9048	19.7750
Engineering			19.6753	31.2803
MA/MS		Humanities	50.1984	17.9476
		Hard science	40.3274	18.8976
		Engineering	50.5102	20.4249

**Table 9: One-way ANOVA/Passage One/Level of Education across Field of study**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	101434.877	5	20286.975	35.623	.000
Within Groups	306955.312	539	569.490		
Total	408390.189	544			

**Table 10: Multiple Comparisons/Passage One Level of Education by Language Proficiency by Field of study**

(I) Major	(J) Major	Mean Difference (I-J)	Sig.
Humanities BA	Hard science BS	15.6463	.000
	Engineering BS	7.8757	<b>.258</b>
	Humanities MA	-22.6474	.000
	Hard science MS	-12.7764	<b>.074</b>
	Engineering MS	-22.9592	.000
Hard science BS	Engineering BS	-7.7706	<b>.227</b>
	Humanities MA	-38.2937	.000
	Hard science MS	-28.4226	.000
	Engineering MS	-38.6054	.000
Engineering BS	Humanities MA	-30.5231	.000
	Hard science MS	-20.6521	.000
	Engineering MS	-30.8349	.000
Humanities MA	Hard science MS	9.8710	<b>.621</b>
	Engineering MS	-.3118	<b>1.000</b>
Hard science MS	Engineering MS	-10.1828	<b>.454</b>

**Table 11: Descriptive statistics/Passage 2/Field of study**

Field of study	N	Mean	SD
Humanities	169	6.8787	18.9798
Hard science	210	24.9107	27.1123
Engineering	166	38.1401	31.9551



**Table 12: ANOVA/Passage Two/Field of study**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	82673.679	2	41336.839	58.553	.000
Within Groups	382636.958	542	705.972		
Total	465310.636	544			

**Table 13: Multiple Comparisons/Passage Two/Field of study  
Scheffe**

(I) Field of study	(J) Field of study	Mean Difference (I-J)	Sig.
Humanities	Hard science	-18.0320	.000
	Engineering	-31.2614	.000
Hard science	Engineering	13.2293	.000

**Table 14: Descriptive statistics/Passage Two  
Level of Education across Field of study**

	Level of Education	Major	N	Mean	SD
Passage Two	BA/BS	Humanities	133	.7989	7.1515
		Hard science	162	19.5988	26.9026
		Engineering	110	28.4091	32.1001
	MA/MS	Humanities	36	29.3403	29.6113
		Hard science	48	42.8385	19.0791
		Engineering	56	57.2545	21.4455

**Table 14: One-way Analysis of Variances (ANOVA)/Passage Two  
Level of Education across Field of study**

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	156627.677	5	31325.535	54.698	.000
Within Groups	308682.960	539	572.696		
Total	465310.636	544			



**Table 15: Multiple Comparisons/Passage Two  
Level of Education by Language Proficiency by Field of study  
Sheffe**

(I) Major	(J) Major	Mean Difference (I-J)	Sig.
Humanities BA	Hard science BS	-18.7999	.000
	Engineering BS	-27.6102	.000
	Humanities MA	-28.5414	.000
	Hard science MS	-42.0397	.000
	Engineering MS	-56.4556	.000
Hard science BS	Engineering BS	-8.8103	<b>.116</b>
	Humanities MA	-9.7415	<b>.432</b>
	Hard science MS	-23.2398	.000
	Engineering MS	-37.6557	.000
Engineering BS	Humanities MA	-.9312	<b>1.000</b>
	Hard science MS	-14.4295	.034
	Engineering MS	-28.8454	.000
Humanities MA	Hard science MS	-13.4983	<b>.259</b>
	Engineering MS	-27.9142	.000
Hard science MS	Engineering MS	-14.4159	<b>.097</b>

**Table 16: Descriptive Statistics of IELTS passages across level of education**

	Level of Education	Mean	SD
Passage One	BA/BS	19.15	26.03
	MA/MS	46.93	19.74
Passage Two	BA/BS	15.81	26.57
	MA/MS	45.13	25.52

**Table 17: Independent *t*-test between Level of education and performances on IELTS passages**

	Level of education	N	Mean	SD	F	Sig.
Total IELTS 29	BA	405	17.9736	17.6961	3.43	<b>0.06</b>
	MA	140	47.5616	19.9808		
Passage One	BA	405	19.1534	26.0366	24.72	0.000
	MA	140	46.9388	19.7463		
Passage Two	BA	405	15.8179	26.5764	0.117	<b>0.73</b>
	MA	140	45.1339	25.5236		

**Table 18: Frequency Analysis of item types in IELTS**

	Statement	Gapped Summary	1-word Prod.	2-word Prod.	3-word Prod.	Passage One	Passage Two	IELTS
N	545	545	544	545	545	545	544	544
Mean	2590.21	26.5826	<b>33.1193</b>	22.2018	<b>10.4128</b>	26.2910	23.3486	23.6437
SD	27.7919	31.2880	<b>44.4011</b>	30.1556	<b>20.7967</b>	27.3992	29.2464	32.6741



**Table 19: MANOVA – Two passages/Test Format by Level of Proficiency  
Tests of Between-Subjects Effects**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	584339.102	19	30754.690	35.707	.000
Intercept	1579994.008	1	1579994.008	1834.414	.000
Test Formats	128068.875	4	32017.219	37.173	.000
Level of Proficiency	388150.767	3	129383.589	150.218	.000
Test Format by Level of Proficiency	43595.297	12	3632.941	4.218	.000
Error	2312609.681	2685	861.307		
Total	4422638.889	2705			
Corrected Total	2896948.783	2704			

**Table 20: Descriptive Statistics  
Test Format by Level of Proficiency**

	Item Type	Level of Proficiency	Mean	SD	N
Passage One	Statement	Low	<b>15.8497</b>	23.2622	102
		Low Intermediate	20.9325	23.5700	168
		High Intermediate	28.9703	27.7022	191
		Advanced	42.7083	32.9987	80
	Gapped Summary	Low	15.4412	25.7425	102
		Low Intermediate	21.3542	28.4108	168
		High Intermediate	30.0393	31.3873	191
		Advanced	44.3750	35.0689	80
Passage Two	1-word Prod.	Low	11.6013	28.8951	102
		Low Intermediate	22.2222	38.3746	168
		High Intermediate	38.6562	46.0663	191
		Advanced	71.0417	43.0667	80
	2-word Prod.	Low	9.8039	21.7942	102
		Low Intermediate	14.6825	25.7172	168
		High Intermediate	23.9965	29.1963	191
		Advanced	50.0000	32.6943	80
	3-word Prod.	Low	1.2255	5.4244	102
		Low Intermediate	<b>5.2083</b>	13.0791	168
		High Intermediate	<b>8.7696</b>	18.2722	191
		Advanced	<b>37.5000</b>	29.2306	80



**Table 21: Multiple Comparisons/Test Formats  
Scheffe**

(I) Test format	(J) Test format	Mean Difference (I-J)	Sig.
Statement	Gapped Summary	-.6778	<b>.998</b>
	1-word Production	-7.2089	.003
	2-word Production	3.7585	<b>.350</b>
	3-word Production	15.5422	.000
Gapped Summary	1-word Production	-6.5311	.010
	2-word Production	4.4362	<b>.186</b>
	3-word Production	16.2200	.000
1-word Production	2-word Production	10.9673	.000
	3-word Production	22.7511	.000
2-word Production	3-word Production	11.7837	.000

**Table 22 Multiple Comparisons/Test Formats by Level of Proficiency  
Scheffe**

(I) level of proficiency	(J) level of proficiency	Mean Difference (I-J)	Sig.
Low	Low Intermediate	-6.0956	.003
	High Intermediate	-15.3021	.000
	Advanced	-38.3407	.000
Low Intermediate	High Intermediate	-9.2064	.000
	Advanced	-32.2450	.000
High Intermediate	Advanced	-23.0386	.000

**Table 23: Paired t-test**

	Mean	N	SD	SEM	T	df	Sig.
BGK & Items	35.2802	464	12.8131	.5948	<b>6.00</b>	463	<b>0.00</b>
BGK & Passages	32.4138	464	10.8192	.5023			

**Table 24: Descriptive Statistics question/Frequency analysis**

	BGK and Items	BGK and Passages
Mean	35.4639	<b>32.6476</b>
SD	12.7816	<b>11.1307</b>

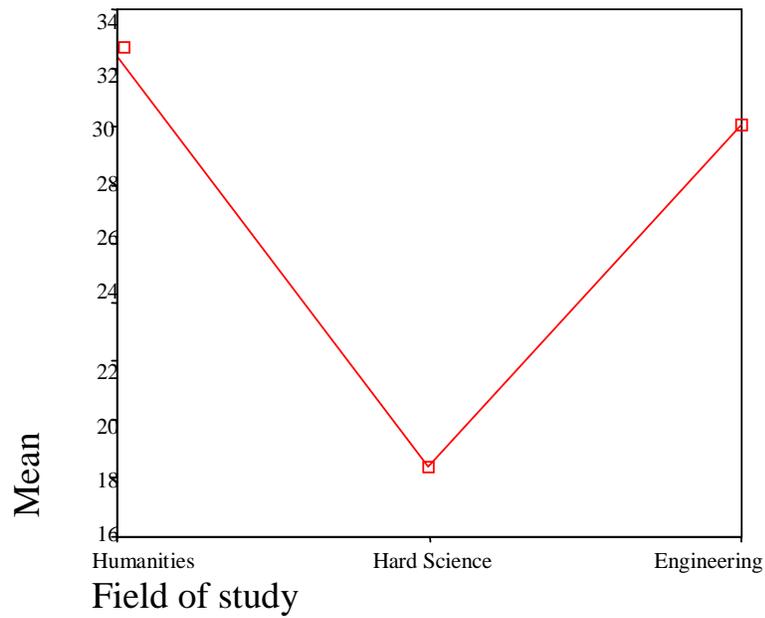
**Table 25: Correlation analysis**

		BGK & Items	BGK & Items	Total IELTS 29 items
BGK & Items	Correlation coefficient	1.000	<b>.634</b>	.043
	Sig.	.	.000	.350
BGK & Passages	Correlation coefficient	<b>.634</b>	1.000	.005
	Sig.	.000	.	.919
Total IELTS 29 items	Correlation coefficient	<b>.043</b>	<b>.005</b>	1.000
	Sig.	.350	0.919	.

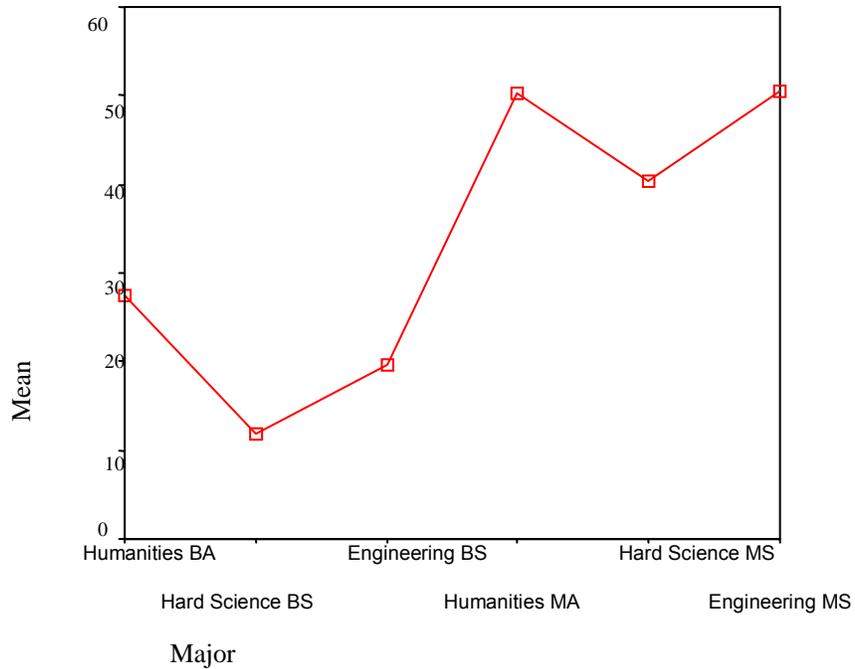


## APPENDIX II

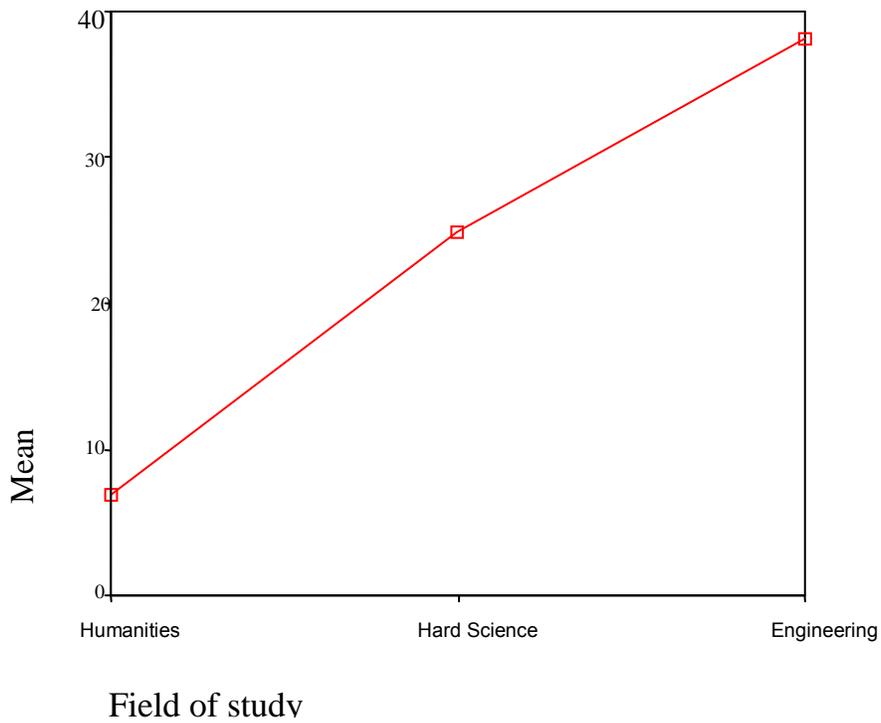
**Figure 1: Mean plot of Passage One/Fields of study**



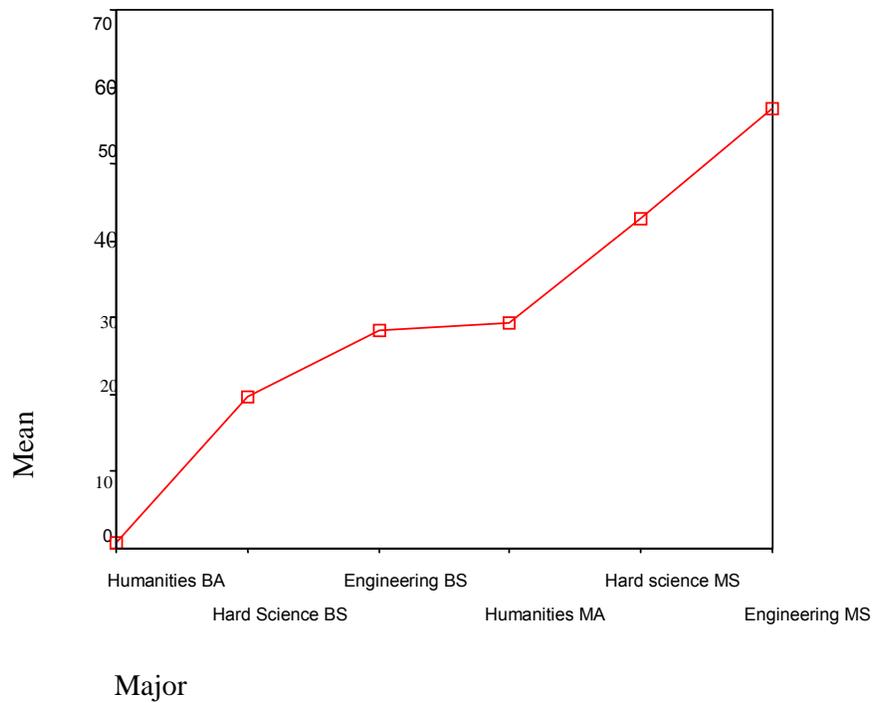
**Figure 2: Mean plot of Passage One/Field of study by Level of Education**



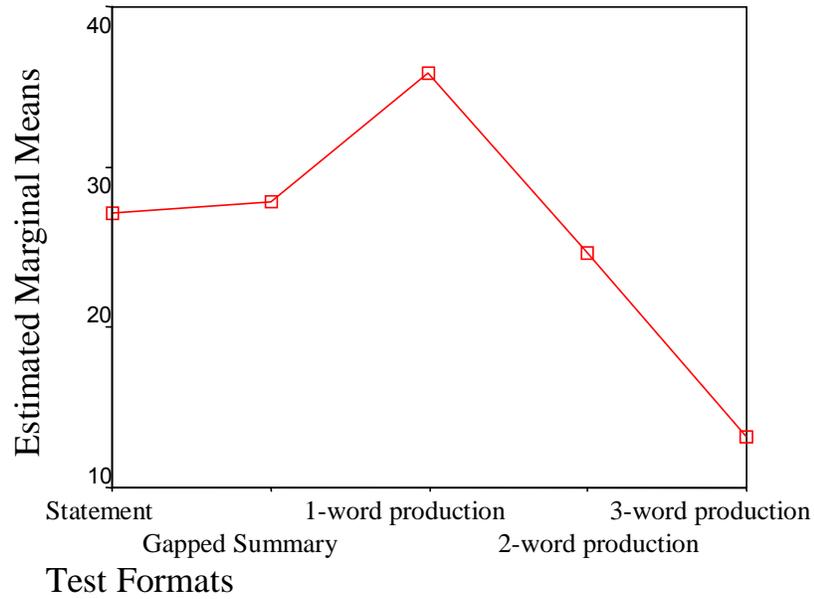
**Figure 3: Mean plot of Passage Two/Field of study**



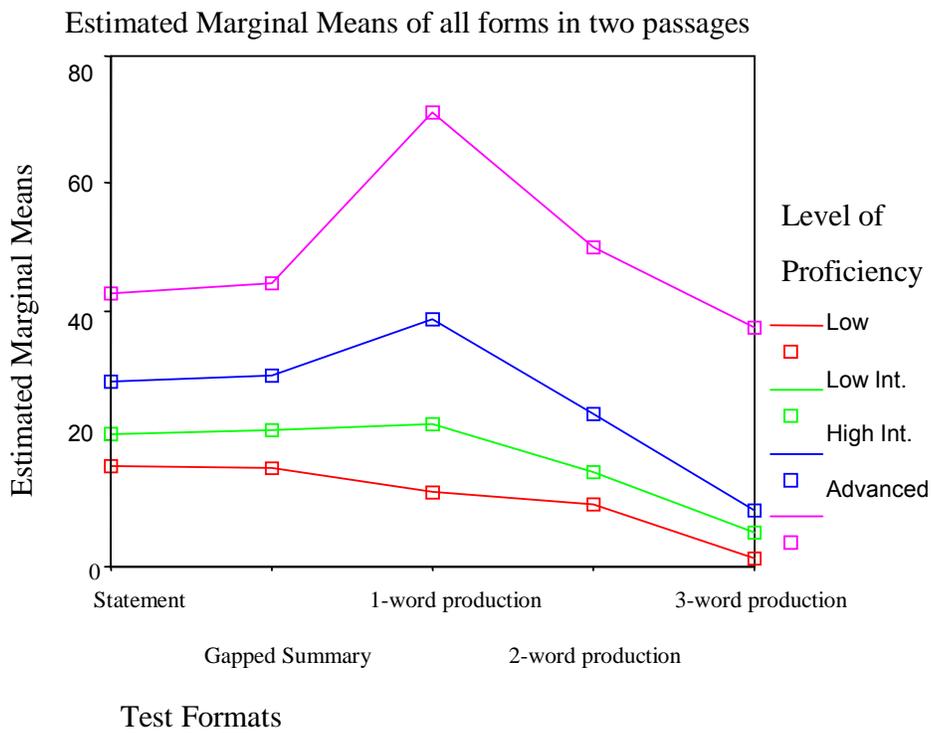
**Figure 4: Mean plot of Passage Two/Field of study by Level of Education**



**Figure 5: Mean Plot of Test Formats/Two passages**  
 Estimated Marginal Means of all forms in two passages



**Figure 6: Mean Plot of Level of Proficiency and Test Formats/Two passages**



# THE PHOTOS & STORY OF AN *inged* MEMBER



Dear Colleagues,

Our colleague from Suleuk University, Nukhet Yavuz, sent us photos that she recently took and a short story for us to enjoy. Here they are for you...





## Trip

by  
Nukhet Yavuz

She knew when she got on the train that something had been calling her. Was it destiny? Was it love? She had to find out.

Slowly she took in the moments of that memory...He'd invited her with his smile, his looks... and she took the message. They didn't have to share words by telling each other cliché 'utterances'. It was more like an invitation from God...

She had to take the opportunity and learn if he was the one... if it was love...

As she was talking to him, waiting restlessly, her soul whispered sweet words and her veins couldn't keep still...

As she looked into his eyes, she melted away like butter in the sun, cheese on toast, and burned away giving away flavours of love. He knew about her. And he liked it. He took the chance by every look in her eye. He looked at her, straight, directly, lovingly, adorably, desirably, deeply, and his eyes reflected his heart.

He wanted her. This was no game. It was love. Maybe it was love from the very first start but she never knew. But he knew it. From the very first start. He knew that she would come to him. He knew that she would come again. And he knew that she would want him.

Having her wouldn't be that hard, instead it was the desire of wanting her forever; having her for one moment would kill infinity. He had to have her, have her in his soul, in his veins, in his mind...

Slowly he took the light and lit a cigarette. His big, dark demanding eyes were straight looking at hers. Her looks couldn't turn away. She couldn't resist any longer. A certain change overcame her. And she had to surrender...



# THE VOICE OF A TEACHER FROM DOWN UNDER

Here are five riddles from Australia...



by  
Mahmut Horasan

## Five tricky questions:

1. A murderer is condemned to death. He has to choose between three rooms. The first is full of raging fires, the second is full of assassins with loaded guns, and the third is full of lions that haven't eaten in 3 years. Which room is safest for him?
2. A woman shoots her husband. Then she holds him under water for over 5 minutes. Finally, she hangs him. But 5 minutes later they both go out together and enjoy a wonderful dinner together. How can this be?
3. What is black when you buy it, red when you use it, and grey when you throw it away?
4. Can you name three consecutive days without using the words Wednesday, Friday, or Sunday?
5. This is an unusual paragraph. I'm curious as to just how quickly you can find out what is so unusual about it. It looks so ordinary and plain that you would think nothing was wrong with it. In fact, nothing is wrong with it! It is highly unusual though. Study it and think about it, but you still may not find anything odd. But if you work at it a bit, you might find out. Try to do so without any coaching!



## THE ANSWERS TO THE RIDDLES:

1. The third room. Lions that haven't eaten in three years are dead. That one was easy, right?
2. The woman was a photographer. She shot a picture of her husband, developed it, and hung it up to dry (shot; held under water; and hung).
3. Charcoal, as it is used in barbecuing.
4. Sure you can name three consecutive days, yesterday, today, and tomorrow!
5. The letter e, which is the most common letter used in the English language, does not appear even once in the paragraph.

## A STORY FROM AN *inged* PLENARY SPEAKER



Dear INGED Members,

Our dear plenary speaker Michael Berman hasn't forgotten us and has sent me a story to share with you. It's a familiar story but different through Michael's pen yet again familiar because of the neighboring people mentioned... Hope you enjoy it too...

### **The Crystal Clear Waters of Mount Elbruz by Michael Berman**

Versions of the Prometheus saga can be found throughout the Caucasus as it was to Mount Elbruz that Prometheus was chained. The variant presented below is Kabardian and was taken from Georgian Folk Tales, translated by Marjorie Wardrop. The Kabardians are Circassians, and Kabardino-Cherkess is an Adyge language which is spoken in the Kabardino-Balkaria autonomous region of the North-West Caucasus between Karachay-Cherkessia and North Ossetia. The people who inhabit the region are Moslems, "but with significant remaining traces of Christianity and paganism, even to the present day" (Hunt, 2004, p.9).





Conference of Cirkassian princes in 1839-40

From the album 'Le Concasseploresque. Dessine d'apres nature par le Prince G.Gagarin', Paris, 1847. Scanned from pdf-file Оружие Народов Кавказа of E.G. Astvatsaturyan, St. Petersburg: Atlant, 2004. Located on the website «Encyclopedic Album of Chircassian weapon» ([www.nartalalbum.com](http://www.nartalalbum.com)) Grigory Gagarin (1811-1993) This image is in the public domain because its copyright has expired. This applies to the United States, Canada, the European Union and those countries with a copyright term of life of the author plus 70 years.

### **The Prometheus Saga – a Kabardian variant**

A long, long time ago, a certain giant who had one eye in the middle of his forehead dared to penetrate into the secrets with which God had surrounded the summit of Mount Elbruz. He came to the saddle between the two peaks, from the rocks at the foot of which a well of crystal clear water springs up. But God would not permit that, and chained the violator of His secrets with a long chain to the rocks. Many years have passed since then. The giant has grown old. His long beard reaches to his knees; his once mighty frame has become bent and his proud countenance is covered with wrinkles. To punish him still more God sent a bird of prey, which flies up every day to peck at the giant's heart. And when the tormented giant bends forward to drink, the bird swoops down and sucks up the water down to the last drop. The water of that spring has a wonderful power; whosoever drinks of it will live forever.

But a time will come when God will be angry with the sons of Adam. Then He will set the one-eyed giant free, and woe betide mankind. For he will wreak vengeance on them for his long sufferings.

\*\*\*



The Waters have been described as the reservoir of all the potentialities of existence because they not only precede every form but they also serve to sustain every creation. Immersion is equivalent to dissolution of form, in other words death, whereas emergence repeats the cosmogonic act of formal manifestation, in other words re-birth (see Eliade, 1952, p.151).

As Eliade points out, in whatever religious context we find it, water invariably serves the function of dissolving the forms of things, and it can be seen to be both purifying and regenerative. 'The purpose of the ritual lustrations and purifications is to gain a flash of realisation of the non-temporal moment ... in which the creation took place; they are symbolical repetitions of the birth of worlds or of the "new man" ' (Eliade, 1952, p.152).

The idea of regeneration through water can be found in numerous pan-cultural tales about the miraculous Fountain of Youth. So pervasive were these legends that in the 16th century the Spanish conquistador Ponce de Leon actually set out to find it once and for all -- and found Florida instead. In Japanese legends, the white and yellow leaves of the wild chrysanthemum confer blessings from Kiku-Jido, the chrysanthemum boy who dwells by the Fountain of Youth. These leaves are ceremonially dipped in sake to assure good health and long life. One Native American story describes the Fountain of Youth created by two hawks in the nether-world between heaven and earth. Those who drink of it outlive their children and friends, which is why it is eventually destroyed.

What follows is a guided visualisation based on the story presented above. If you are working on your own, it is suggested that you record the script, perhaps with some appropriate background music. You can then lie somewhere comfortable, where you will not be disturbed, and play the recording back to yourself as you go through the process described.

### The Healing Power of Water

SCRIPT FOR THE GUIDE: (To be read in a gentle trance-inducing voice). Make yourself comfortable and close your eyes. Take a few deep breaths to help you relax. Feel the tension disappear stage by stage from the top of your head to the tips of your toes. Let your surroundings fade away as you gradually sink backwards through time and actuality and pass through the gateway of this reality into the dreamtime. (When the participants are fully relaxed, begin the next stage).



You find yourself standing at the foot of the two peaks of Mount Elbruz, a place of power, where many have come before you for, and where many will no doubt come after you. And you know, whatever your problem is, that it is here you will find help, and that is what has brought you to this place.

Ahead of you there's a winding path, leading up to the summit. The climb is steep but you're determined and refuse to be deterred. And the higher you climb, the stronger your resolve becomes, the resolve you have to achieve what you have set out to do.

Eventually you come to the saddle between the two peaks of the mountain, where, from the rocks, a well of crystal clear water springs up. And, as you know, the water of this spring has a wonderful power; whosoever drinks of it will live forever in that their spirit for enjoying and making the most of life will be rekindled and never die again. This is the moment you have been waiting for.

And, as you stoop down low to cup the water in your hands and savour it, take a minute of clock time, equal to all the time you need, to appreciate the renewed spirit it fills you with, like liquid crystal running through your veins ...

And you know now, with an unfailing certainty, such as you have never experienced before, that never again will life seem to be nothing more than a chore to you, that never again will you feel that you can't go on. For, refreshed and revitalised, you know now that you will never grow tired of life again, and that as a result, you are now able to act and move forward once again. So take a minute of clock time, equal to all the time you need, to reflect on what it is you have blessed with today ...

And now that the purpose of your journey has been accomplished, now that your spirit has been rekindled, the time has come to make your way back home, back, back, down the side of the mountain, back, down to the base where you stood at the start of your journey and back on to the track that leads you to your home, back, back, back to the start of your new life and back to the place you started from.

Take a deep breath, let it all out slowly, open your eyes, and smile at the first person you see. Stretch your arms, stretch your legs, stamp your feet on the ground, and make sure you're really back, back in ..., back where you started from. Welcome home!

Now take a few minutes in silence to make some notes on the experiences you had on your journeys, which you can then share with the rest of the group.



Or

Now take a few minutes in silence to make some notes on the experiences you had on your journeys, which you can then make a note of in your dream journal.

Or

And now you might like to turn to the person sitting next to you and share some of the experiences you had on your journeys

### Bibliography

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Hunt, D.G. (2004) *Folklore of the North-West Caucasus and Chechnya*.

Wardrop, M. (1894) *Georgian Folk Tales*, London: David Nutt

Michael Berman BA, MPhil, PhD (Alternative Medicines) works as a teacher and a writer. Publications include *A Multiple Intelligences Road to an ELT Classroom* and *The Power of Metaphor for Crown House*, *The Nature of Shamanism and the Shamanic Story* for Cambridge Scholars Publishing, and *Tell Us A Story* (a resource book for teachers on storytelling) for Brain Friendly Publications. *Shamanic Journeys through Daghestan* and *Shamanic Journeys through the Caucasus* are both due to be published in paperback by O-Books in 2009. Michael has been involved in teaching and teacher training for over thirty years, has given presentations at Conferences in more than twenty countries, and hopes to have the opportunity to visit many more yet.

Although Michael originally trained as a Core Shamanic Counsellor with the Scandinavian Centre for Shamanic Studies under Jonathan Horwitz, these days his focus is more on the academic side of shamanism, with a particular interest in the folktales with shamanic themes told by and collected from the peoples of the Caucasus. For more information, please visit

**[www.Thestoryteller.org.uk](http://www.Thestoryteller.org.uk)**



# NEWS FROM THE MINISTRY OF EDUCATION

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**The 43rd Annual International IATEFL Conference and Exhibition**  
will be held in Cardiff on 31 March - 4 April 2009.

The plenary speakers include  
Claudia Ferradas,  
Bonny Norton,  
Marc Prensky,  
Fauzia Shamim,  
Elana Shohamy

Details of IATEFL's next conference are now available on the website  
<http://www.iatefl.org/content/conferences/index.php>

**The earlybird registration deadline is**  
**January 30th 2009**  
and registration forms are now available to download,  
or you can register online.

**IATEFL Business English SIG Annual Conference**  
will be held in Bonn St. Augustin, Germany on 21 - 23 November 2008.  
<http://www.besig.org/> for further information.

**FOR MORE INFO:**  
**<http://www.iatefl.org>**

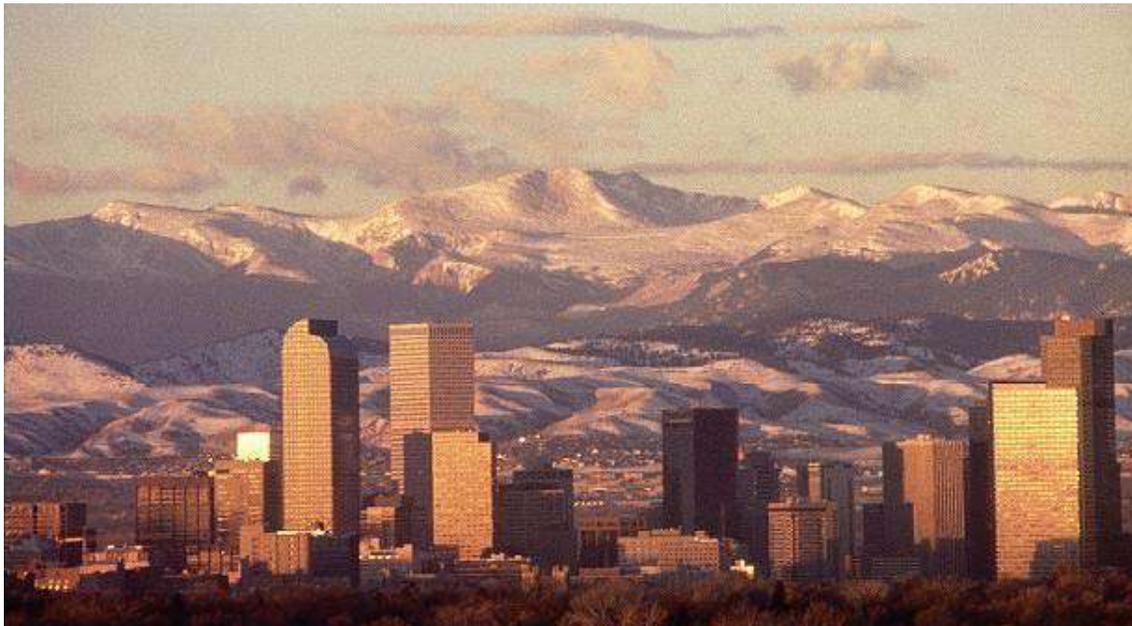


## **TESOL Convention Denver 2009**

The 43rd Annual TESOL Convention and Exhibits will start on Thursday March 26, 2009 and run through Saturday March 28, 2009. It will be held in scenic Denver, Colorado. Please visit

[http://www.tesol.org/s\\_tesol/convention2009/](http://www.tesol.org/s_tesol/convention2009/)

to learn more about how to participate to immerse yourself in the theme of Uncharted Mountains, Forging New Pathways.



**TESOL Position Statement  
on Academic and Degree-Granting Credit for ESOL Courses  
(October 2008)**



**Teachers of English to Speakers of Other Languages, Inc.**

A Global Education Association Founded in 1966

**Position Statement on Academic and  
Degree-Granting Credit for ESOL Courses**

Courses for English language learners in academic institutions are often mischaracterized as remedial and are not always acknowledged for full credit and/or count toward graduation. These policies and practices fail to recognize that ESOL courses are standards-driven content courses, similar to and on par with other subject matter, such as language arts or foreign language courses.

TESOL advocates that institutions of secondary and tertiary education develop policies that identify those ESOL courses that will be credit-bearing upon successful completion and/or satisfy academic requirements for graduation purposes and that these institutions grant such courses appropriate credit hours. Second, TESOL encourages institutions to examine, and revise as needed, their guidelines for eligibility for participation in or access to programs at their schools that are driven by academic course requirements that do not recognize ESOL coursework as credit-bearing courses. These guidelines for eligibility may currently exclude English language learners from participation. Finally, testing opportunities should be made available that would allow English language learners to receive equivalent credit for appropriate coursework upon demonstrating mastery of expected content and/or skills.

*Approved by the Board of Directors  
October 2008*

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# From Affiliate Newsletters From Affiliate Newsletters

This article has been reprinted with the writer's permission;  
it first appeared in the *TNTESOL Newsletter*, Summer-Fall 2008, Volume 29, Issue 3.

## A Teaching Portfolio, Two Surveys, and the Truth

Daniel Mangrum  
Petroleum Institute  
Abu Dhabi, UAE

In the 1970's, the Canadian Association of University Teachers came up with the "teaching dossier", a supplementary document for evaluating teaching performance. In the 1980's, these dossiers were introduced to the United States and became known as teaching portfolios. By the 1990's teaching portfolios had found their way into the ELT profession and have been with us in one form or another ever since.

By now, we have all heard of the different benefits of maintaining a teaching portfolio. We've heard that doing so informs our practice by encouraging and facilitating reflection. We have also heard that a portfolio demonstrates our professional competence to both peers and employers. Additionally, we have heard that a portfolio shows current and potential employers the effectiveness of our instruction. After all these years of hearing about these benefits, has the message gotten through? Do most of us maintain some sort of teaching portfolio? Do we find teaching portfolios to be necessary and/or useful? Based on the responses to two different online surveys that I conducted in 2005 and 2008, I have begun to find the answers to these questions.

In 2005, I conducted my first online survey to find the answers to the questions above. Using the free service at [www.my3q.com](http://www.my3q.com), I wrote a ten-question survey which I circulated primarily through the TESOL-L job list. Forty-nine people responded to these central questions:

- Do you have/maintain a teaching portfolio?
- What kind(s) of teaching portfolio do you have?
- Does your present employer require a teaching portfolio as part of a performance appraisal process?
- Have you ever been asked by a potential employer to submit a teaching portfolio?
- Is assembling/maintaining a teaching portfolio a worthy investment of your time?

Three years later, I conducted another survey online using [www.surveymonkey.com](http://www.surveymonkey.com). This time I worded the ten questions a little differently, but I still circulated the survey through the TESOL-L job list. At the time of this article, 30 people had responded to these central questions:

- Do you maintain a teaching portfolio of any kind?
- If you maintain a teaching portfolio, what type of teaching portfolio do you maintain?
- Does your current employer require some sort of portfolio as part of the performance appraisal process?
- Have you ever been asked to submit a teaching portfolio as part of the application process for a

teaching job?

- Do you feel that maintaining a teaching portfolio is a worthwhile use of your time?

Combining the results of these two surveys, I learned that a slight majority of respondents (57%) maintain some kind of portfolio and think doing so is a good use of their time in spite of the fact that most of them (78%) are not required to do so in order either to get or keep a job. So it appears that the message is getting through, even if only to teachers, not employers. This fact suggests that those teachers who maintain a portfolio are intrinsically motivated to do so.



If anyone out there is in need of a research project, this topic might be worth investigating further. A wider and more comprehensive survey could validate or invalidate my findings. Of course, the findings of such a study could lead to other questions such as "Are teachers who keep portfolios better at their jobs than those who do not?", "Do students of teachers who maintain portfolios perform better than students of teachers who do not?" and so on. I know, I know. The obvious question is why do I not look into these questions myself. Believe me, I would but...I have to get ready for class.

*Daniel Mangrum is a Tennessee native currently living in Abu Dhabi and working at the Petroleum Institute in the United Arab Emirates. He holds an MA from the University of Memphis and has more than ten years of ELT experience both in the US and abroad.*



## CLASSY INSULTS

"A modest little person with much to be modest about." --Winston Churchill about Clement Atlee

"He had delusions of adequacy." --- Walter Kerr

"He has all the virtues I dislike and none of the vices I admire." -- Winston Churchill

"He has never been known to use a word that might send a reader to the dictionary." -- William Faulkner about Ernest Hemingway

"He has no enemies, but is intensely disliked by his friends." -- Oscar Wilde

"He has Van Gogh's ear for music." -- Billy Wilder

"He is not only dull himself; he is the cause of dullness in others." -- Samuel Johnson

"He loves nature in spite of what it did to him." -- Forrest Tucker

"His mother should have thrown him away and kept the stork." -- Mae West

George Bernard Shaw to Winston Churchill: "I am enclosing two tickets to the first night of my new play; bring a friend ... if you have one."

Winston Churchill: "Cannot possibly attend first night; will attend second night... if there is one."

"I didn't attend the funeral, but I sent a nice letter saying I approved of it." -- Mark Twain

"I have never killed a man, but I have read many obituaries with great pleasure." -- Clarence Darrow



"I feel so miserable without you; it's almost like having you here." -- Stephen Bishop

"I've had a perfectly wonderful evening. But this wasn't it." -- Groucho Marx

"I've just learned about his illness. Let's hope it's nothing trivial." -- Irvin S. Cobb

Lady Astor to Winston Churchill at a dinner party: "Winston, if you were my husband, I would poison your coffee!"

Winston: "Madame, if I were your husband, I would drink it."

Lady Astor to Winston at another dinner party: "Sir, you are drunk!"

Sir Winston: "And you, madame, are ugly. But, in the morning, I shall be sober."

"Some cause happiness wherever they go; others whenever they go." -- Oscar Wilde

"They never open their mouths without subtracting from the sum of human knowledge." -- Thomas Brackett Reed

Do your students like drama activities?  
Would you like them to experience an unforgettable  
day?

Can you set aside time to prepare these students for  
the  
INGED DRAMA FESTIVAL?

Then definitely we hope to see you at  
the 2009 INGED Drama Festival!

